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ABSTRACT

The booklet provides instructions for approximately 80 developmental group guidance activities for students primarily in grades k through 6, grades 4 through 6, and grades 5 through 8, with a few activities for students in grades 5 through 12. Activities address areas which include the following: body awareness, communication, cultural differences, family, health and safety, imagination, independence, perception, responsibility, self image, sharing, and values. Activities are included with such titles as "Sing Your Feelings", "How to Get and Keep a Friend", and "Dealing with Test Anxiety". Information for each entry usually includes objectives, materials needed, procedure, and references. Also outlined is a model for a parent group which involves values clarification, transactional analysis, parent effectiveness training, and positive techniques for working with children. Activities are indexed by resource categories at the end of the booklet. (SBH)

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OUR CARE PACKAGE:

A Cookbook

of

Developmental Group Guidance Activities

for

Elementary and Middle School Students

An ESEA Title III Product
Developed in Coordination With
The Office of Educational Innovations,
Florida State Department of Education

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INTRODUCTION

This booklet represents a sharing on the part of several counselors working in elementary schools in Pinellas County from 1971 through 1974. It represents some of the "favorite" group activities as selected by counselors. Most of the activities can be used with class-size groups; a few are designed for smaller groups of children.

The reader is cautioned that these suggestions are in no way meant to be a "package" to be used as a unit. They are instead intended as samples of procedures and techniques that have "worked". We realize that this "cookbook" approach is probably not as helpful as a neatly-packaged, well-integrated sequence of activities but believe, nevertheless, you'll find some useful "recipes" here.

Good luck - we hope you'll find our CARE package useful and will want to add your favorite "recipe" to these and share it with others. We hope you "care" too!

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GRADE LEVEL

K - 6

Bette McConnell Grade Level: K-1

"THE ME I SEE"

Objectives:

To help children who are just beginning school to become more aware of themselves physically -- what they look like -- what's on their faces, etc.

Materials:

Brown, pink or peach, white construction paper; crayons

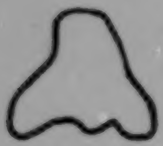
Procedure:

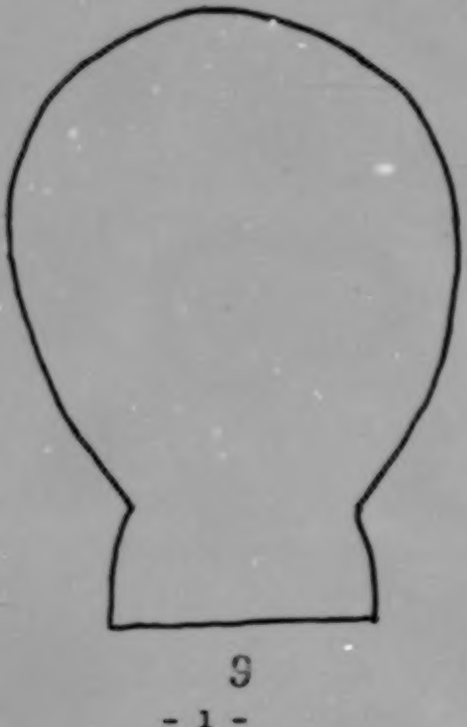
Cut out head shapes from brown and pink (or peach colored) paper. Also, cut out lots of eyes (white), ears and noses.

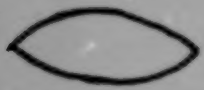
Each child pastes a head on a piece of paper. (Let each choose the color of his skin.)

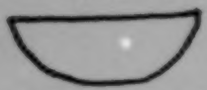
Then by looking in a mirror or feeling his face, each child determines where he is to place and paste the ears, eyes, and nose.

When everything is pasted, the children use their crayons to fill in the color of their eyes, draw the hair, make the kind of mouth they would like to show (happy, sad, etc.) and add anything else they might like to, such as ribbons, caps, etc.









Gwen Blavat Grade Level: K-2

"INTRODUCTION OF COUNSELOR"

Objectives: (student--centered)

To become aware of the counselor's role in the school.

To establish a relationship with the counselor.

Materials:

Happy Hamster (large stuffed animal)

Procedure:

Introduce self and discuss role:

"Does anyone know what a counselor does?"

"A counselor is not a teacher, but is here to help your teacher help you to be happy. Your teacher is your friend and your counselor is your friend, too. We both want you to be happy."

Sing and pantomime Getting to Know You

Getting to know you,
Getting to know all about you.
Getting to like you,
Getting to hope you like me.

Haven't you noticed
Suddenly I feel kind of breezy
Because of all the wonderful and new
Things I'm learning about you
Day by day.

Let each child pet "Happy Hamster" and tell his name to Happy.

Ask for volunteers to tell what makes them happy.

Sing and pantomime If You're Happy

If you're happy and you know it,
clap your hands. (clap-clap)
If you're happy and you know it,
clap your hands. (clap-clap)
If you're happy and you know it,
then your face will surely show it.
If you're happy and you know it,
clap your hands. (clap, clap)

Verse 2 -- .... nod your head.
Verse 3 -- .... tap your toe.
Verse 4 -- .... do all three.

Susan Reed   Grade Level: K-2

"WHO IS IT? GAME"

Objectives:

To develop an awareness of individual differences among people, i.e. a realization that no two people are exactly alike.
To enhance the self-concept of each child, as he realizes each person is unique.

Materials:

No materials are necessary for this activity.

It could, however, follow materials focusing on self-concept, such as:

"The Joy of Being You" (filmstrip - Kindle Series - Unit I - Who Am I?, Scholastic Book Service, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632)

"Peekaboo Emu" (Unit VI/Cycle D of DUSO Kit - Developing Understanding of Self and Others published by American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014)

"Who Do You Think You Are?" (record and filmstrips, Guidance Associates, Pleasantville, N.Y.)

In addition, materials stressing individual differences could be the stimulus for this activity such as:

"The Fairfield Fire Department" (Unit I/Cycle B of the DUSO Kit, mentioned above)

Procedure:

The counselor will first explain the rules of this game.
The children will be told that they will take turns describing someone else in the class. (It is often a good idea to have the child who is describing a classmate to close his eyes, to avoid the tendency to look at the person.) At first, the children seem to focus on clothing only. The counselor can encourage the children to mention other things such as what the person likes to do; his physical characteristics; what he does well, etc. Encouraging the children to stress "good" or "nice" things about the person is helpful.
After the child has described someone else, he will open his eyes, and call on those who think they know who he was describing.
The child who guesses correctly will be next at describing another person.

Follow-up Activities:

This activity can be utilized several times throughout the year. The children are very excited about the "game" aspect of this activity, and become very skilled at better descriptions of others. All children who performed this activity constantly asked to play the "Who Is It?" game. In addition, the classroom teacher could easily lead this activity in order to stress the original objectives of individual differences and developing the child's self-concept.

Gwen Blavat Grade Level: K-2

"KINDNESS TO OTHERS"

Objective:

To become more aware of ways to be kind to others.

Materials:

Crayons, paper.

Procedure:

Ask volunteers to pantomime being kind on the playground.

Have the class guess what the action is.
(Other situations might include kindness in the classroom; on the bus; at home.)

Play a game such as Lobby Loo "to show that we know how to be kind when we play."

Illustration - ask each child to draw himself being kind to someone.
When finished, have each child show his picture to the class and tell about it.

Gwen Blavat　　　　　　　　　　　　　　　　　　Grade Level: K-2

"BROTHERHOOD"

Objective:

To accept and appreciate everyone as a person of worth.

Materials:

Paper - black and assorted colors.
Scissors, paste.
Book - McGovern, Ann. Black is Beautiful
New York: Scholastic Book Services, 1969
(available in paperback - 60¢ at Haslam's Book Store,
2025 Central Avenue, St. Petersburg)

Procedure:

Game - ask the children to sit on the floor in a circle holding hands with the children on both sides.

a. Sing: You're my brother
Give me your hand.
I love you brother;
Give me your hand.

b. Play: This is My Friend

(taken from - Brown, George I. Human Teaching for Human Learning. New York: The Viking Press, 1971.)

Remain seated in the circle. Have each child take a turn looking at the persons on his left and right while holding hands and saying,

"This is my friend, _____________,
(name)
and this is my friend, _____________.

Read and enjoy: Black is Beautiful.

Art work: Using black paper, draw and cut out something beautiful. Paste it on a sheet of paper of another color.

Follow-up Activities:

Allow the children to show their pictures to the class and tell why they drew it.

Annie M. Reddick **Grade Level: K-2**

"BARNYARD FRIENDS"
(Role Play)

Objective:

To help students appreciate the importance of doing their part.

Materials:

Story of "The Little Red Hen". For class a little red hen was borrowed from a nearby neighbor who crated and brought it to the school. Three eggs--hen, turkey, and duck eggs--were shared with us, too. For wheat we used "sea oats" (golden).

Procedure:

Read or tell the story, with emphasis to the class, "The Little Red Hen". Review questions to stimulate interest.

What did the little red hen want to do?
Did she manage to do it?
Why was it so hard for her?

Allow class to choose someone to be the little red hen. Have them name the other animal characters and choose the one they wish to play. Encourage each child to imitate the animal sound as he plays the part. Let as many groups play the parts as time will permit -- the duck, cat, dog, pig, and mouse.

Feelings and Words to Talk About

store food farmyard

The little red hen was ready to store food for the winter. What would she do with it? The animals lived in a closed-in place called a ______________.

How do you think the little red hen felt when she could not get anyone to help her? How would you have felt?

When all the work was done what did the little red hen's friends agree to help her do? Did she share with the animals? Would you have?

What other times must each person do his part in group activities?

Ann McLaughlin   Grade Level: K-2

"LOST CHILD GAME"

Objective:

To recognize individual differences.

Materials:

SVE filmstrip . . . . "People are Like Rainbows"
DUSO . . . . "The Fairfield Fire Department" I-B
Dr. Seuss' book . . . . Sneeches
(Any one of the above....)

Procedure:

Read the story or show the filmstrip. Discuss with the students the individual differences in the story. Be sure to include emotional differences as well as physical.

Play the game of "Lost Child". The game includes a parent, policeman, and a child. The parent describes one of the students in the room and the policeman tries to guess who it is through the description.
Example:
Parent: (very upset) "Oh Mr. or Ms. Policeman or Policewoman please help me find my lost child."
Policeman: (Allow students to come up with their own description and dialogue.) Example: "Can you describe your child?" or "What do they look like?" Do not use names.
Parent: Student describes someone in the class.
Policeman: Tries to find the lost child or may ask some more questions to establish a clearer picture of who it might be.

The lost child then becomes the parent and the parent becomes the policeman and you begin again. Continue as long as time permits or until all children have had a turn.

Reference:

Don Dinkmeyer, Developing Understanding of Self and Others -- DUSO, American Guidance Services, Inc., Publisher's Building, Circle Pines, Minnesota 55014.

SVE, 1345 Diversey Parkway, Chicago, Illinois, 60614.

Ann McLaughlin,
Carol Payne

Grade Level: K-2

"TOUCH ME"

Objective:

To aid children's awareness of their ability to identify objects through the sense of touch.

Materials:

Any small familiar objects.
Examples: pencils, scissors, blocks, cotton balls, cup, hammer, nails, etc.

Procedure:

Choose one student to be "IT". This child will come to the front of the room, sit on a chair, and close their eyes. Place one of the objects from the bag in their hands. Have the child identify the object through the sense of touch. Discuss hard, soft, cold, rough, sharp, etc., texture of the object. Let the whole class discuss how and by whom it is used. Remove selected object, choose another child and continue in the same manner.

Mary Fox Grade Level: K-2

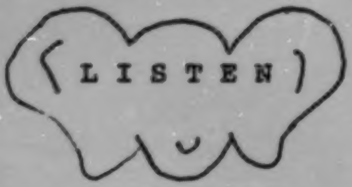
"SENSE OF HEARING"

Objective:

Awareness of the sense of hearing.
Importance of sound to the individual.

Materials:

Picture of big-eared man



14" x 26"

"Listen, There are Sounds Around You" - Part I, Guidance Associates, Pleasantville, New York.

Procedure:

Show picture of big-eared man

a. "What is this word?"
b. "What does it mean?"
c. "How do we know this man is listening?"
(Big ears, small mouth, not talking)

"Let's all LISTEN to this filmstrip about sounds. See if you have heard them before." Talk about sounds the children heard.

"Listen today - in room, on your way home. Will you hear new sounds?"

Follow-up Activites:

Teacher may show Part II of "Listen, There are Sounds Around You". Read - The Listening Walk to the class and talk a walk!

Eunice Burgess Grade Level: K-3

"I AM ME"

Objective:

To help build good self-images and understanding and appreciation of individual differences. (Small group guidance activity)

Materials:

Deck a wall with a variety of mirrors -- small ones, big ones, square ones, oval ones, oblong ones -- and/or cover wall sections with big swatches of foil so that the children have lots of opportunities to view themselves in action.

Procedure:

Play a game in which a child stands before the mirrors and he and others try to find as many ways to describe how he looks as possible (e.g., John has brown eyes; he has a happy smile, etc.)

Use the mirror experience as an opportunity to compliment the children ("Isn't Sally's dress a pretty pink?"), to encourage good grooming ("Look how neat Jim's hair is!"), to point out likenesses and differences ("Mary and Jane both have blue eyes", "Mike is taller than Bill").

See that everyone has a chance to be the "Mirror Child."

Give each child an opportunity to do a self-portrait while he observes his mirror image.

"FAMILIES ARE DIFFERENT"

Objectives:

To develop understanding of the family as a social unit; to develop awareness and appreciation of individual differences; to help each child take pride in his uniqueness.

Materials:

Have each child do a picture showing all of his family members.

Procedure:

Discuss the pictures.

Have the children count the number of people in each other's families.

1. What is one way in which families can be different? (Size)
2. Can you discover other ways in which families are different by looking at the pictures? (Some have no fathers; some have tiny babies; some have only girl children, etc.)

Follow-up Activities:

Teacher can help children make charts showing the ways families can be different.

Eunice Burgess   Grade Level: K-3

"CAREFUL CONSIDERATION"

Objective:

To encourage better mental attitudes.

Materials:

"The Three Wishes" story - retold by Joseph Jacobs (Childcraft, Col. II, Field Enterprises, 1949)

Procedure:

Read "The Three Wishes" story.

Have the children dramatize "The Three Wishes".

A child may hold a bag filled with air or crumpled paper to his nose to represent the pudding.

Discuss the story, asking such questions as:

"Why did the wife become angry?"

"Were all three wishes wasted?" "Why?"

"Which one do you think was really necessary?"

"What could you wish for if you could make three wishes for yourself? For your family? For a friend?"

Reference:

Encyclopedia Brittanica, Childcraft, Field Enterprises, 1949.

"HELPING HANDS"

Objective:

To help children explore reasons people work together.

Materials:

Collect pictures of people working together; for example, men on a construction site; children making something; a mother and other members of the family preparing dinner, etc.

Procedure:

Display a picture of people working together.

Ask the children to identify and discuss what the people in the picture are doing.

Pose questions such as:

"Are the people helping each other?"

"Are they working together to do the job?" "Why?"

"If you were big (old, strong, etc.), what do you think you could do to help?"

"Do you like to help other people?"

Follow-up Activities:

Ask the children to bring in pictures of people working together.

Put the pictures in one stack. Show them, one at a time, and ask the children to decide if each picture shows a job that one person alone could do, or a job that would require more than one person.

Encourage the children to explain their decisions.

Eunice Burgess — Grade Level: K-3

"MIRROR GAME"

Objective:

To stimulate the use of language through imagination; to develop self-image.

Materials:

A long wall mirror is ideal for this activity.

Procedure:

Have a child stand in front of the mirror.

Say the following for him to join in, pantomime and complete:

"Mirror, mirror on the wall,
I am growing very tall.
I can ________________."

Ann McLaughlin, Carol Payne Grade Level: K-4

"ABOUT ME BOOK"

Objective:

For individuals to understand the uniqueness of self.

Materials:

Paper
Colored construction paper
Brads or staples
Crayons

Procedure:

Tell students about the book they will be making. This will be a special book about themselves. Each page will explore a different aspect of their uniqueness. The following is an idea of some pages the book may contain:

1. Content (optional)

2. Identification - "About Me"

   Name
   Age
   Birthdate
   Grade
   School
   Teacher
   Boy or Girl

3. Physical characteristics - "Growing Page"

   a. height - at intervals during year
   b. weight - at intervals during year
   c. left or right handed
   d. skills check list

      walk on a line
      catch a ball
      balance on one foot, etc.

4. "My Hands"

   a. Trace hand - top and bottom
   b. Place lines on bottom
   c. Fingernails on top
   d. Rings
   e. Knuckles
   f. Scars

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5. Face Page "The Me You See"
   - a. Use mirrors to discover shape of head.
   - b. Match color of skin.
   - c. Color and placement of eyes.
   - d. Eyelashes and eye brows.
   - e. Ears
   - f. Nose - cut hole in piece of paper, let each student put nose thru paper for class to compare noses.
   - g. Freckles, moles, scars, etc.

6. Picture of Self "Me"
   - a. Precede by exploration of body parts
   - b. Clothes

7. Family Page "My Family"
   - a. Parents and other adult members
   - b. Siblings
   - c. Pets

8. Friend "My Friend"

9. House - "Where I Live"
   - a. Address
   - b. What's in yard
   - c. Windows, doors, chimney, etc.
   - d Trailor, apartment, house, etc.

10. Chores Around House - "I Help"

11. Favorite Things - "My Favorite Things"
    - a. Food
    - b. Toy
    - c. TV program
    - d. Sport - hobby

12. When I Grow Up - "I Want To Be"

13. Secret Page
    - a. Scribble page - color in
    - b. Autograph
    - c. Draw picture

Reference:

Wells, Harold C. & Canfield, John T., About Me, Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Ill. 1970.

Carol Payne, Ann McLaughlin Grade Level: K-4

"FINISH ME"

Objective:

For individuals to be competent in decision-making skills.

Materials:

Ditto paper (optional)

Procedure:

Each student is given the opportunity to complete the sentence before a general discussion.

The following are some unfinished sentences:

1. One thing I can tell you about myself is ________.
2. One way I am like everyone else is _________.
3. One way I am different from everyone else is __________.
4. The thing I do best is _________.
5. One thing that makes me mad is ____________.
6. If I were taller I would be able to _________.
7. What I like about being a kid is _________.
8. What I don't like about being a kid is __________.
9. If I had one wish I'd wish for ________.
10. Most of the time I feel _________.
11. Being with people is _________.
12. Being alone is _________.
13. Something I like to touch is __________.
14. I like to touch it because _________.
15. When I am in a group I _________.
16. A family is ___________.
17. One way to get along with brothers and sisters is _______.

Reference:

Focus on Self-Development, Stages I, II and III, SRA, 259 East Erie Street, Chicago, Illinois 60611.

26

Eunice Burgess | Grade Level: K-4

"IT'S MAGIC"

Objectives:

To stimulate the use of language through imagination; to develop self-image.

Materials:

Small chair; aluminum foil.

Procedure:

Cover legs, spokes and arms of a small chair with pieces of shiny foil. Tape the sign "The Magic Chair" to the back.

Help the children read the sign and tell them that if they sit very still in the magic chair, they may think they are at a place where they have always wanted to go.

Ask the children to sit in a semi-circle on the floor in front of the chair while one child sits in the chair. Tell the class to be very still while the child in the chair is thinking. When the child is ready, have him tell about the place where he has always wanted to go.

Eunice Burgess **Grade Level: K-4**

"RESPONSIBLE ME"

Objectives:

To increase the child's sense of individuality and, at the same time, his sense of responsibility to others.

Materials:

None

Procedure:

Discuss the importance of being "on time". Begin by showing the group a play clock with moveable hands. Place the hands of the clock to show the time that school begins, lunch time, and the end of the school day.

After discussing why clocks are needed, steer the group into a discussion of what it means to be late. Ask such questions as:

"Were you ever late?" "What happened?"

"How did being late make you feel?"

"How did it make those who were waiting for you feel?"

"What would happen if your father or mother were late to work everyday?"

"What would happen if a doctor, or an ambulance were late getting to a patient who needed help?"

Have the children contribute stories illustrating other situations when being late could cause discomfort and/or danger.

Susan Reed Grade Level: K-6

"LISTENING IN GROUPS"

Objectives:

To develop listening ability.

To stimulate an interest in others.

To promote group interaction.

To provide an opportunity for relaxed communication.

Materials:

None

Procedure:

The first step in this activity is to get the children out of a stiff atmosphere, i.e. desks. This could be done in many ways. The following is the method used by this counselor:

The children are divided into two groups. Have each group stand side-by-side, making two lines. Have the two lines face each other. Each child is then asked to take a partner, his partner being the child facing them. The purpose of this procedure is to encourage boy-girl partners and avoid mixing only with their friends.

The counselor tells the children that they are to share two things about themselves with their partners, and, in turn, let their partners share two things with them. The children are encouraged to move about, sit on the floor, etc. The counselor allows a few minutes for this, and then asks for their attention. It is then that the children find out what kind of listeners they have been. The counselor asks each pair of children to find two other children, forming a group of four. Each child is then to tell the new members of his group what he has learned about his partner.

When it seems that everyone has finished sharing, the children are then joined into groups of eight for the same purpose.

Finally, the entire class sits in a circle on the floor with the counselor to tell the entire group what they learned about their classmates. This is really an enjoyable activity for children and counselor.

Joan Dewey

Grade Level: K-6

"MINI-MAGIC CIRCLE"

Objectives:

To establish rapport between counselor and children and between children.

To provide opportunity to function in a group to more children.

To help identify children who need more intensive social interactions and/or individual counseling.

To aid children in identifying counselor as a helping person -- a positive image.

Materials:

None

Procedure:

Take a group of eight children for three sessions.

Session I. Establish rules for operating - sit quietly, listen and take turns. Then each person introduces himself and tells an interesting item about himself. Check listening by having one or two volunteers repeat everyone's name and something which they told.

Session II. Each person tells what makes him feel good. Draw attention to similarities or patterns. Give assignment to do something for someone in the classroom to make them feel good and be prepared to tell group at the next meeting.

Session III. Share the positive actions. Discuss how both members of the interaction felt. Wrap up.

Repeat, using different groups until all children have had a turn.

Eunice Burgess Grade Level: K-6

"WORK-A-DAY WORLD"

Objectives:

To introduce children to the world of work.

To help them understand how people in different jobs share in filling the world's needs.

Materials:

Tape recorder and tape.
Old magazines.

Procedure:

Five ideas for a small group or classroom group guidance activity focused on vocational awareness.

1. Take your group on a tour of the school to see the many people (in addition to teachers) who work in a school. Discuss the duties of such people as clerks, secretaries, janitors, social workers, nurses, etc. Perhaps the school helpers will be willing to tell the children what they do. (Recommended for grades K-3)

   Follow-up: Have the school helpers tape record what they do. In another session, have the children listen to the recording and guess who the helper is by using the name of the job.

2. Help children become aware of the various local services that directly affect them. Start with a group discussion of services used by the school, the children and their families (e.g. fire department, police department, parks department, water company and so on). Discuss what would happen if these services were not available. Bolster the discussion with action pictures of services mentioned. (Recommended for grades K-4)

   Follow-up by Teacher: Take a group trip to any public service agency that you can.

3. Have the children help you collect pictures of people at work from old magazines. Paste them around the room. Have the children discuss the work taking place in each picture.

   a. Does the work represent services their families use?
   b. Does it represent public service?

   Label each picture with a caption the children suggest. (Recommended for grades 2-4)

4. Make a chart of as many occupations as the children can name. Have them categorize the items offered as to whether they represent provision of "goods", "services" or "entertainment".
   (Recommended for grades 4-6)

5. Discuss the "entertainment field" as an occupation.

   a. What purpose does entertainment serve?
   b. What are the children's sources of entertainment? Their families?
   c. What are the names of some of the occupations in the entertainment field (e.g., actor, writer, singer, ball player)?

Eunice Burgess   Grade Level: K-6

"MAKE IT CHARMING"

Objectives:

To promote ability to communicate with others.

To nurture pleasure in words.

Materials:

None

Procedure:

Use a radio-interviewer technique to get the children to open up.

Ask questions like:

"Who are you?"

"Where do you live?"

"What do you like to do, etc.?"

Or, let the children invent radio interviews. One child, for example, might interview another about a new baby sister, a birthday party, a lost tooth, etc.

Carol Payne Grade Level: K-6

"CAREER FINGER PUPPETS"

Objective:

Awareness to the vast opportunities of careers in our society.

Materials:

Art paper; scissors; crayons

Procedure:

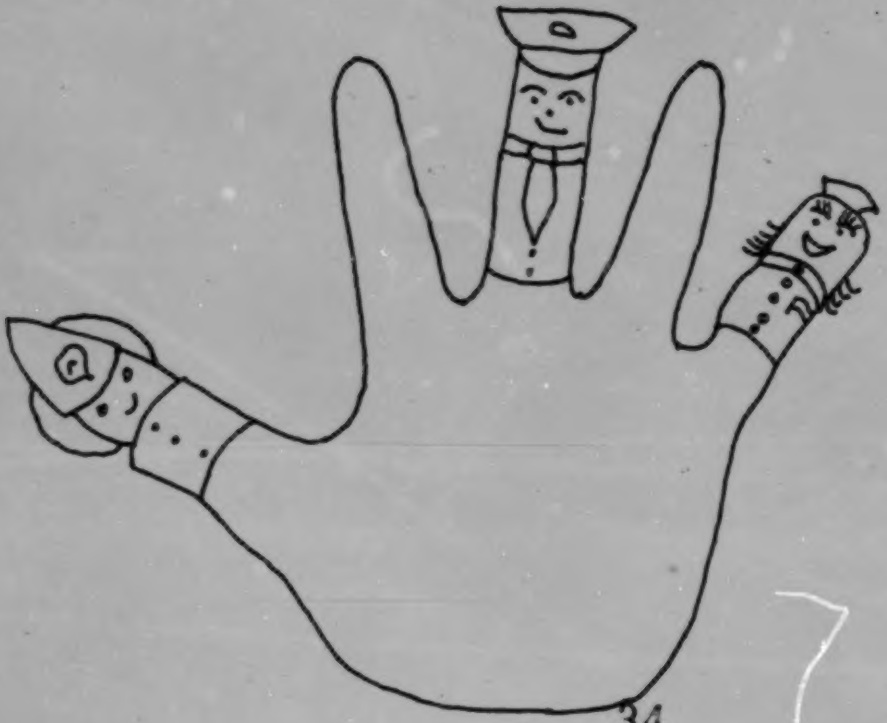
Each student chooses a job and makes a finger puppet representing it. If the person wears a uniform or works with special equipment, try to include this with the puppet.

After each child has completed his puppet he stands up and gives a job description of the type of work. Students get a chance to guess the type of worker by the clues given. The student giving the correct answer goes next.

Continue until all who want a turn have a chance to share.

Follow-up Activity:

Discuss what new concepts about work you have learned.



34

Betty Smith Grade Level: K-6

"CAN YOU FOLLOW DIRECTIONS?"

Objectives:

To develop retention of gross forms of information in sequence.

To promote awareness of listening to directions.

To promote awareness of consideration of others to listen.

Materials:

None

Procedure:

Talk about listening emphasizing the rules of:

1. Raising hand to talk
2. Listen while others talk
3. Sit quietly while others talk

Everyone listens to directions given. Then one student is asked to follow directions while rest of class checks to see if it was done correctly.

Possible suggestions:
stand by desk
touch chalkboard in front of room
touch knob on door
go back to desk
walk around desk and sit down

Directions may be lengthened or shortened depending on age group.

Bette McConnell

Grade Level: Adaptable
to K-6

"FEELINGS"

Objective:

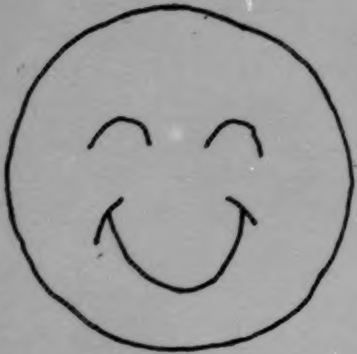
The purpose of the activity is to help children become more aware of their feelings and the feelings of others and what causes these feelings.

Materials:

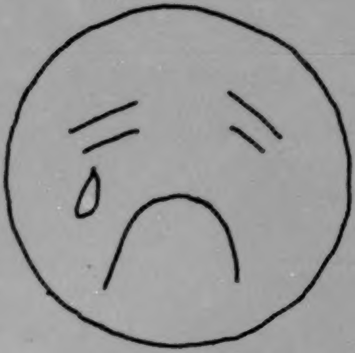
Filmstrip . . . "Circle of Feelings" from SRA Stage One: Awareness.
Large "Feelings" cards.
Duplicated sheet of numbered circles for each child.

Procedure:

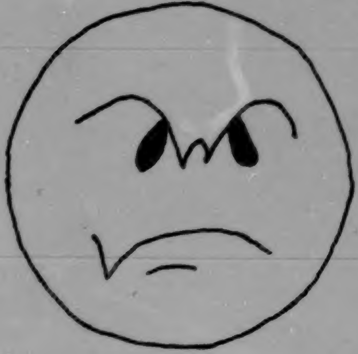
Introduce activity in lower grades by showing filmstrip. Display large "Feelings" cards and have children identify the feelings each face represents.



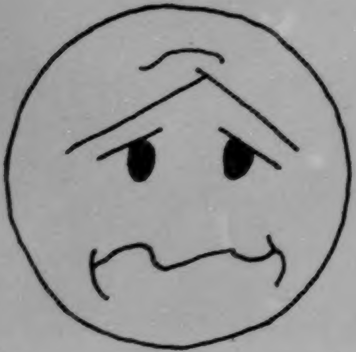
HAPPY



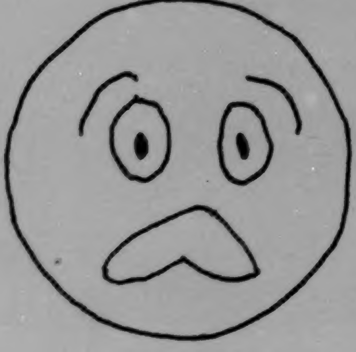
SAD



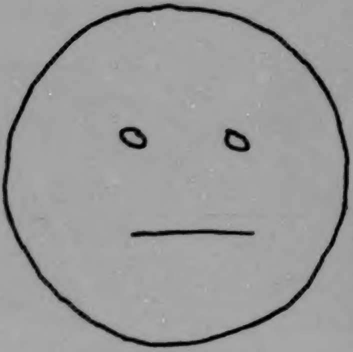
MAD



WORRIED



SCARED



NO FEELINGS

Give each child a duplicated sheet with numbered circles. (Number of circles can vary with grade level you are working with.)

"In circle number one draw the face that shows how you feel when you are washing the dishes at home."

"In circle number two draw the face that shows how you would feel if your pet had not come home for a whole day."

1	2	3
4	5	6
7	8	9

(Maturity and number of statements should vary with age group you are working with.)

You may want to talk about different reactions that students have to each statement.

Follow-up Activity:

Follow-up activity may be discussion of pictures in Photoboard kit, "Moods and Emotions".

Caroline Fenderson, Carol Payne
Bette McConnell, Ann McLaughlin

Grade Level: K-6

"SPIN A FEELING"

Objective:

To give students the opportunity to become aware of feelings through role-playing, puppet-play, and/or discussion.

Materials:

Feelings Board, Spin Indicator Board and puppets (optional) (Example of boards on last page following activities)

Procedure:

Have the students form a circle around the large Feelings Board. The counselor chooses a student that is able to risk himself to start the game.

The student spins the indicator on the Spin Indicator Board, but does not reveal to the group which feeling the indicator pointed to. He then role-plays or puppet-plays to the group the feeling. Others of the group who feel they recognize the feeling raise their hands to be called upon. The spinner chooses one at a time and the student giving the correct answer becomes the next spinner. If a student that has already had a turn as spinner guesses correctly, he chooses someone who has not yet had a turn to take his place. Continue as time permits or until all have had a turn.

Supplementary Activities:

I a. Student places a marker (rock, eraser, etc.) on the section of the Feelings Board which represents the feeling he wishes to share. The following questions may be asked depending on the maturity of the group: "Tell about a time you felt that way. What happened to cause you to feel that way? What, if anything, did you do about it?"

I b. Instead of placing the marker on the Feelings Board, the student may spin the indicator on the Spin Indicator Board and discuss the feeling the indicator stops on. Follow the discussion procedure indicated above. Each student will be given a chance to share or pass as the marker is passed clockwise around the circle. Group interaction is maintained through active reflective listening of group members. The student who has shared his feeling chooses someone from the circle to reflect back what the sharer said. If the person selected to reflect is unable to, another is chosen until someone can.

II. Four feelings categories are selected by the students in the following manner:

Four students are chosen to spin the indicator one at a time and each feeling selected is placed on a chalkboard or large paper for everyone in the group to decide which one of the four feelings groups he wishes to join.

Each student goes to the part of the room set aside for the feeling discussion group he wishes to be in.

The small groups may either be "free" discussion or structured on questions in supplementary activities Ia. These questions could be written on the board or large paper for easy reference.

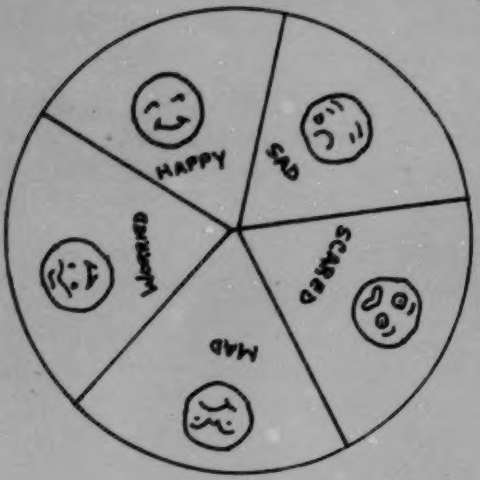
The counselor can facilitate the discussions by moving from group to group.

After about ten minutes encourage the small groups to share with the total group some of the things that came out in their discussions.

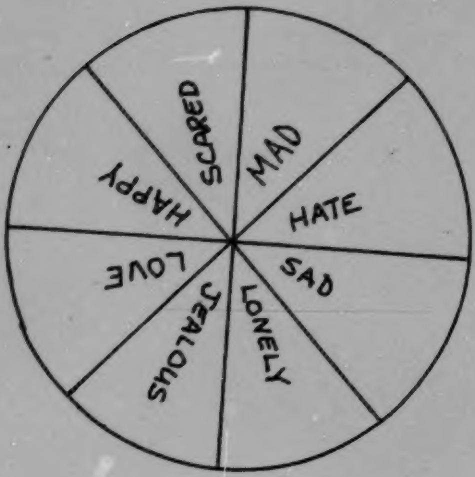
Note: In any version of the game the student may pass.

"SPIN A FEELING"

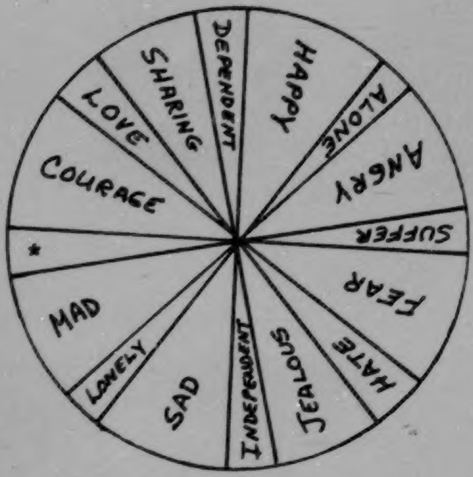
The Spin Indicator Board is a small version of the Feelings Board with a moveable pointer in the center.


HAPPY
SAD
SCARED
MAD
WORRIED

Level K-1


SCARED
MAD
HATE
SAD
LONELY
JEALOUS
LOVE
HAPPY

Level 2-3


DEPENDENT
HAPPY
ALONE
ANGRY
SUFFER
FEAR
HATE
JEALOUS
INDEPENDENT
SAD
LONELY
MAD
*
COURAGE
LOVE
SHARING

*Students may fill in the blank with any other feeling they wish to include in the game.

Level 4-6

Carol Payne

Grade Level: K-6
(done with 4th)

"A HAT--A JOB"

Objective:

To establish an awareness for the many varied types of careers that use or require hats.

Materials:

Old magazines for pictures of the various hats collected, if a picture collection is contemplated for scrapbooks or bulletin boards... Camera, films, tape recorders, and tapes if a slide production is planned....

Procedure:

Discuss with the students the many varied types of jobs that are associated with hats. List on the board all the occupations the students mention. Explain that a project will be done in which, as a class, they will collect as many different hats as possible. To establish greater motivation and interest in the unit, a slide presentation was planned.

The students became involved and the unit mushroomed into student reports, a hall display, and three scrapbooks of pictures which were donated to the school library.

The slides consisted of pictures of each of the students in their respective hat taken either at the place of work or at school. The class made a tape to accompany the slides in which each student explained briefly their hat occupation.

This slide presentation was shared with the rest of the school and was very well received and has inspired interest among the other teachers and students in career awareness.

Reference:

Elementary School Guidance and Counseling Journal, Vol. 7, No.1 October, 1972, "The Hat Exhibits", Louise B. Forsyth.

Caroline Fenderson, Carol Payne, Bette McConnell, Ann McLaughlin

Grade Level: K-6

"ANGER KIT"

Objectives:

Understanding and accepting of self and others. Positive ways of releasing and dealing with anger.

Materials:

Balloons, mirror, clay, a yarn or sponge ball, pegboard/hammer, finger paint, a doll (wire rubber doll - long arms and legs). Filmstrip - First Things: Social Studies/Guidance, "You Got Mad: Are You Glad?" - Part I and Part II.

Procedure:

Show Part I of filmstrip "You Got Mad: Are You Glad?"

Discuss the different feelings in the filmstrip - especially the angry feelings. Help the students describe how their bodies feel when they are angry, focusing on the different physical changes and similarities and differences in how their bodies react to anger.

Help the children share times when they have felt hostility in the past.

Ask what would happen to our bodies if we didn't let the anger out - if we pretended not to be mad.

Since we all get mad sometimes, ask the students what things they can do to deal with their angry feelings.

Help them to realize that there are ways to actually "let the steam out" that don't get anyone else angry at us. Many are listed in the materials section. A fun activity is as follows:

1. Give each student a balloon.
2. As they blow up the balloon, instruct them to say to themselves, "I am angry! I am filling my balloon with my anger!"
3. Then let them either let go of their balloons to let the anger blow away, or tie their balloons and stomp on them until they burst.

Then help the students list ways they could deal with the situation presented on the filmstrip which could work to make everyone feel better so there would be no need for more angry feelings. Keep the list of ideas until a second session when you show Part II of the filmstrip. At that time, compare their ideas to those in the filmstrip and discuss actual angry situations in which the students have participated and what they did to deal with the hostility. Encourage sharing of times when their hostility was increased and why as well as times when their anger was decreased and why.

Alternate Activity:

If the filmstrip is not available, use the Magic Circle technique and ask each person to share a time when they were really angry. Help them discuss how their bodies felt, then move to the balloon exercise. At another session, help the students to identify strategies they could use to deal with situations to reduce or overcome angry feelings. Relate these strategies with ways they have acted in angry situations in the past.

Caroline Fenderson, Ann McLaughlin,

Grade Level: Adaptable
for K - 6

"SING YOUR FEELINGS"

Objectives:

To give the students an awareness of their feelings through music and related activities.

Materials:

Listed with each activity.

Procedure:

Session I

Materials:
Record - "Sing" by Carpenters
Rhythm instruments

Procedure:
Learn the words and sing together with record. Discuss the words and the feelings. Let each child choose an instrument to "sing" his/her own song.

Session II - Modeling Clay

Materials:
Record - "I'd Like To Teach The World To Sing" by the Hillside Singers

Procedure:
Listen to the words of the song. Pass out modeling clay. Have students model..."The Real Thing...What the World Wants Today." Play record 2 or 3 times while students work.

Allow students to share what they made. Conclude by singing the song together.

Session III

Materials:
"Everything Is Beautiful" by Ray Stevens
Magazines
Glue/paste
Construction paper

Procedure:
Listen to the words of the song. Discuss what is beautiful to you. Make torn-paper collage from magazines that they find that are beautiful (color, objects, texture, etc.). Play music while they're working.

Session IV

Materials:
Record - "I Am On Top Of The World" by Carpenters

Procedure:
Sing the song together. Then share a time or experience when they were on top of the world, and how it felt to them.

Session V

Materials:
Record - "Sunshine On My Shoulder" by John Denver
Camera
Film - print or slide

Procedure:
Learn the song and sing it. Discuss pictures they could take to illustrate the song. Allow students to take pictures for presentation to music.

Session VI

Materials:
Record - "Hey, Hey, Hey, What About Me" by Mary ?

Procedure:
Learn song and sing along. Discuss feelings of song and how to show them. Culminate activity by allowing students to pantomime song with the group.

Session VII

Materials:

Record - "Firebird"
Paper
Crayons/paints/pastels

Procedure:

Listen to the song one time. Distribute art materials. Play the song again and have students draw impressions while listening to the record. Share impressions.

Supplementary Activities:

The following list of songs may suggest other ideas:

"It's A Small World After All"
"My Favorite Things" - from Sound of Music
"Get Together Now"
"Happiness Is"
"One Man's Hands"
"One Tin Soldier"

Carol Payne, Ann McLaughlin   Grade Level: K-6

"YOU DECIDE"

Objective:

To provide an opportunity for students to identify their personal characteristics.

Materials:

None

Procedure:

Students are given a chance to choose between two competing alternatives. Choices may be made in several ways.

1. Each student tells his/her choice. After all students have shared, ask if any one will share why he made his choice.

2. Students group in middle of the room. Teacher indicates one side of room for one choice and one for another. Students move to their choice. Pick a partner and share why they chose. Return to center and repeat.

The following are some forced choices:

1. Are you more like a Cadillac or VW?
2. Are you more like yes or no?
3. Are you more like a ping pong ball or ping pong paddle?
4. Are you more like the country or the city?
5. Are you more of a spender or saver?
6. Are you more like the seashore or the woods?
7. Are you more like a dog or a cat?
8. Are you more red or blue?
9. Are you more like summer or winter?
10. Are you more like rain or sunshine?

Reference:

Simon, Sidney B., Leland Howe and Howard Kirschenbaum, Values Clarification, Hart Publishing Co., Inc., New York, 1972.

Caroline Fenderson Grade Level: K-6

"MAKING GROUP SCULPTURES"

Objective:

To help children increase their intellectual and affective understanding of things, events, feelings, etc.

Materials:

None

Procedure:

Divide the students into small groups of 4 or 5.

Tell them that they have a special ability right now, because they can become statues. But instead of being statues by themselves, their small groups are going to become statues. The following topics can be used for the group sculptures: a school, a mother dog and her pups, loneliness, aloneness, anger, love, etc. Topics must be more concrete and less abstract for younger children, they should be presented one at a time, each group is to decide what it is going to do without talking, and time may be given after each topic is experienced for each small group to talk among themselves about what happened, how they felt, etc. (Or the class can discuss this as a whole.)

This activity is excellent for group counseling because it can be used as a vehicle to help children touch into and deal with actual experiences.

GRADE LEVEL

1 - 6

Marsha McKenna Grade Level: 1-2

"LOLLIPOP FACES"

Objectives:

To introduce that not the same thing or situation is enjoyed by everyone.

To recognize that sometimes we feel happy and sometimes we feel sad.

Materials:

Paper, crayons, scissors, straws, stapler, pattern for a 5 or 6 inch circle.

Procedure:

Show a lollipop face and explain that we will use them to play a game.

Distribute materials.

Have each student cut out two circles, draw and color a happy face on one circle and a sad face on the other.

Circulate around the room and staple the faces together with a straw. This provides an opportunity to individually talk with the children.

Play the "How Do You Feel?" game found on page 56-57 of the manual to the DUSO kit. This involves asking "How do you feel when ________________?" and they respond by showing the happy or sad face.

This activity can be split into two sessions: the first to make the lollipop faces and the second to play the game.

Make sure the children put their names on their lollipop faces.

Follow-up Activity:

Teachers may enjoy making a bulletin board display with the lollipop faces between the time they are made and you return to play the game if this activity is split into two sessions.

Reference:

DUSO I, Don Dinkmeyer, AGS, Publisher's Building, Circle Pines, Minn. 55014

Louis Sartor Grade Level: 1-3

"LONESOME BEN"

Objective:

To begin problem solving activities using techniques that work for children dealing with adults.

Materials:

SRA Kit: Focus on Self-Development, Unit D, Stage One: Awareness; Record and photoboards (teacher selected) #4, 7, 8, 9, 11, 14, 18, 19

Procedure:

Show one photoboard, father reading to son at home at night, and discuss, analyze everything in picture, then play record.

First explain boy has problem similar to those boys and girls in class have -- listen and be prepared to help solve it.

Problem: boy wants parents to take him to visit his friend but they are "busy".

Discussion should bring out, from children

a. definition of the problem
b. what can be done
c. what will happen next week

Other important facets include: (inferred or implied)

a. boy loves parents
b. parents love boy
c. both sides are polite to each other
d. boy understands the "why" he doesn't get what he wants

Time permitting, show and discuss other photoboards.

Reference:

SRA, Stage One: Awareness, Focus on Self-Development Kit,
259 East Erie Street, Chicago, Ill. 60611

Louis Sartor Grade Level: 1-3

"RAINBOWS"

Objective:

To develop appreciation for others irrespective of ethnic background.

Materials:

SVE (Society for Visual Education) Kit - C102-1
"People Are Like Rainbows", filmstrip and record

Procedure:

Show filmstrip, play record, for entire group in classroom.

Film is about primary age children in a classroom.

Follow-up group discussion reinforces ideas that we like people for what they are and do, not for how they look; the combination of all people is beautiful, like the rainbow.

Additional, later activities

a. Children draw rainbows
b. Children cut out pictures of different people, from magazines make collections, collages, stories about them.

Reference:

SVE, 1345 Diversey Parkway, Chicago, Illinois 60614

Ann McLaughlin Grade Level: 1-3

"SHARING"

Objectives:

To become aware of how it feels to share.
To realize some things are easy to share and some are not.
To understand we can share feelings as well as things.

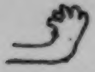
Materials:

Kindle Series III - filmstrip "It's Mine" (optional)

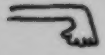
Procedure:

Show filmstrip if available, otherwise discuss sharing things and feelings. How do you feel when you share? What is hard for you to share? What is easy for you to share?

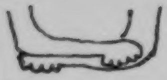
Teach the voting game.



hand up means easy to share



hand down means hard to share



arms crossed means can't decide

Give several examples of sharing items and note the student reactions. Count votes and discuss.

Example: You come home after school and your mother is baking cookies for a friend. She says you can only have one. You are about to begin to eat it when two friends of yours come in. Would it be easy, hard, or you don't know to share the cookie?

Example: You are really feeling happy because today your big brother is taking you with him to a baseball game. Is it easy, hard, or ? to share a smile with people you see on the street?

"SHARING" - continued

Example: You have a bag of jelly beans. Is it easy, hard, or ? to share them with your best friend?

Example: You have one swing in your yard and a good friend comes over. Is it easy, hard, or ? to share the swing?

Example: You are given a delicate model airplane that will easily break. Is it easy, hard, or ? to share.

When the class realizes that not everyone feels the same about each issue and they seem to understand the game, allow the students to share experiences they have had themselves. Take a class vote to see how the others react to different situations.

Reference:

Kindle Series III - filmstrip "It's Mine" and
Values Clarification by Sid Simon

Eunice Burgess Grade Level: 1-4

"HAPPINESS ROCK"

Objectives:

To help children develop an awareness of abstract qualities, such as feelings; to give them experience in adding such abstractions to concrete things.
(Small Group Counseling Activity)

Materials:

Set up a table for work with rocks. Add a collection of magazines, scissors, white glue and paste dobbers. Also have available shellac, paint brushes, and wax paper which the children will take turns using under supervision of Guidance Aide, teacher and/or teacher aide.

Procedure:

Ask the children to think of happiness and to think of a color they associate with happiness.

Then encourage each child to look through the stack of magazines and cut out a small piece of his happiness color. He glues it on his rock and brushes shellac over it. Ask the children to look at all of the rocks that have been decorated.

"Do they give you a happier feeling now?" "Why?"

"Do some decorated rocks give more of a happier feeling than other rocks?" "Why?"

References:

Early Years, "Your Green Pages", Activity #96, p. 80, March, 1972. Allen Raymond, Inc., P. O. Box 1223, Darien, Conn.

Eunice Burgess Grade Level: 2-6

"VALUES VOTING GAMES"

Objective:

To help pupils recognize that they have certain preferences, that they make choices, and that their preferences may differ from those of others.

Materials:

My Weekly Reader, "Learning About Values Discovery Kit", American Education Publications, Middletown, Conn.

Procedure:

(Each game need take only five to ten minutes and can be repeated with different items on each of several days.)

To play one version of the game, you can choose four or five specific items based on the following or similar categories:

- Ice-Cream Flavors
- Kinds of Vegetables
- Different Breakfast Cereals
- Kinds of Books
- Games and Sports
- Seasons of the Year
- Kinds of Pets
- Television Shows

Before starting you may wish to prepare a chart on the chalkboard similar to the following:

ITEM	LIKE	DISLIKE

As you fill in the chart with names of items selected, ask pupils to indicate whether they like or dislike each item. For the sake of novelty, pupils can raise their hands with thumbs up if they like the item, and with thumbs down if they dislike the item.

You can ask pupils to help you compile lists of items for like-dislike voting sessions. They can also help with counting and recording. After you think pupils have arrived at an understanding of the game's purpose, you might wish to conclude the activity by raising a question such as, "What is the main thing we can learn from playing a game like this?"

Reference:

See Materials.

"VALUES VOTING GAMES" - continued

Second Version:

"Choosing Between Alternatives"

A second version of the values voting game involves choosing between alternatives. You can ask pupils if they would rather:

Go to the mountains or go to the seashore;
Play basketball or play baseball;
Be an astronaut or be an aquanaut;
Go to a party or go to a movie;
Wash the dishes or baby-sit;
Ride a bike or ride a horse;
Watch a parade or watch an auto race;
Eat a candy bar or eat an ice-cream cone.

To give a game-like quality to the activity, let pupils indicate their preferences by walking to one side of the room or the other. As you ask, "Would you rather go to the mountains or go to the seashore?" you point to one side as you mention mountains and the other side as you mention seashore. As you read another set, pupils either stay or cross the room, depending upon their choice.

Someone can keep score on a chalkboard chart similar to the following:

ITEM	NUMBER	ITEM	NUMBER
Mountains		Seashore	

After several sessions, you may wish to ask a question similar to that suggested at the end of the discussion for the first version of the game.

Reference:

Ideas for the "Values Voting Games" are taken from My Weekly Reader Guidebook, "What Would You Do?"
American Education Publications, Education Center,
Columbus, Ohio 1971

Eunice Burgess Grade Level: 3-4

"A TIME FOR WISHES"

Objective:

Use of song-game as a means of extending good wishes and feelings to others.

Materials:

None

Procedure:

Teach the children this song-game. It's sung to the tune of "For He's a Jolly Good Fellow".

We wish you a bright happy New Year
We wish you a bright happy New Year
We wish you a bright happy New Year
And here is a good wish for you.

I wish you fun in the snow
I wish you fun in the snow.

We wish you a bright happy New Year
We wish you a bright happy New Year
We wish you a bright happy New Year
And here is a good wish for you.

Ask individual children to sing the refrain. Help children think up other wishes to add to the song.
For example:
"We wish you a new pair of shoes";
"We wish you some bright new gloves";
"We wish that you find a new friend";
"We wish that you have a good day".

After the children get the feel of the song, have them form a large circle. While one child skips around the circle, his classmates clap hands and sing the song. He stops in front of a child at the end of the first refrain. He sings the two-line wish while shaking hands with the child facing him. He then changes places with that child and the refrain begins again. Encourage the children to act spontaneously as they sing their wishes.

Reference:

Early Years, A magazine for teachers. January, 1972.
"Your Green Pages", 101 Ideas for Pre-K through Gr. 3, Idea #7, p. 65.

Marsha McKenna Grade Level: 3-5

"MINI-PUPPET PLAYS ON FEELINGS"

Objectives:

To introduce the idea that show our feelings and emotions in our actions.

To develop an awareness that it is all right to show feelings.

Materials:

Hand puppets (people if possible, but animals will do), small puppet stage or cardboard box, set of 3 x 5 cards each with a different emotion written on it.
Some suggested feelings to use are: sad, tired, happy, silly, mad, jealous, grouchy, or mean.

Procedure:

Divide the class into group of twos.

Pass out one 3 x 5 card to each couple.

Explain they are each to put on a mini-play to show how one might act when having the feeling on their card.

Demonstrate by using two puppets to show someone feeling a specific emotion.

The mini-plays only need to be a few interchanges of conversation.

Follow-up Activity:

Discuss the different ways to express the same emotion.

Cards might be exchanged if time permits, and different feelings are then portrayed by different players.

Caroline Fenderson, Carol Payne, Grade Level: 3-6
Bette McConnell

"HOW TO GET AND KEEP A FRIEND"

Objective:

Increase interpersonal skills.

Materials:

Kindle Series III - filmstrips "Will You Be My Friend" and "Smiles Don't Just Happen", 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
Dimensions of Personality: Grade 6 - *Becoming Myself*, Chapter 6, page 54, Pflaum/Standard, 238 West Fifth Street, Dayton, Ohio 45402
Anglund, *A Friend is Someone Who Likes You*.
DUSO, "Frowny Brown", page 42, American Guidance Service Inc., Circle Pines, Minnesota 55014
Warm Fuzzies (Book), Argus Communications, 3505 North Ashland Avenue, Chicago, Ill. 60657

Procedure:

Meeting 1 - Choose one of the above to introduce the meaning of friendship.

Form a circle with the students and have them give a name of a friend.

Ask: (and go around a second time)

1. Name one thing you like about your friend and one thing they like about you.
2. How did you become friends?

Meeting 2 - Students should be in a circle. Encourage the students to express ways to make friends and list (so all can see).

If the following are not on the students' list, play game or rap for the discovery or practice of:

1. (A sincere compliment) Say something nice to someone in the circle.
2. (Ask questions and listen) Each student asks another a question and that person answers. Then the asker repeats answer to the circle and the answerer confirms what asker repeated.

Ask how the students felt after completion of Activity 1 and Activity 2. Encourage students to identify/define principle in own words and use it.

Homework is to pick someone who has never been friendly to you and say something nice to them every day and ask questions about things he's interested in and listen to the response.

Meeting 3 - Make a circle and discuss the previous weeks' activities. Did it make a difference in the person and how did he feel?

Activity: DUSO, "Frowny Brown" (K-3)
Warm Fuzzies story (4-6)

Accentuate the fact that a person has influence on others - a smile is contagious.

Note: Argus Communications has a Warm Fuzzies story book appropriate for K-3.
Another culminating activity could be the filmstrip, "Smiles Don't Just Happen."

Reference:

See Materials.

Ann McLaughlin Grade Level: 3-6

"CHOOSING FOR MYSELF"

Objective:

To facilitate making choices.

Materials:

Mail order catalogs.

Procedure:

Make a list of 10 items -- depending on type of catalogs available.
Example: dress, hat, shoes, belt, coat, socks, blouse, skirt, toy, pants, etc.

Each person has an imaginary $50.00 to spend. They may choose items from the catalog. They must not exceed $50.00 and must choose an item from the catalog for each of the 10 items listed. The students could also figure sales tax.

ORDER

NAME: ______________________________

ADDRESS: ___________________________

ITEM	COLOR & SIZE	PAGE & CATALOG	COST
		TOTAL	

Reference:

Dimensions of Personality, I Can Do It. P. 69 (adapted from Grade 2)

Ann McLaughlin

Grade Level: 3-6
(used with non-readers)

"WORLD OF WORK UNIT"

Objective:

The following activities show the interdependence of people and jobs through career awareness.

Materials:

Listed with each activity.

Procedure:

Meeting I

a. Have students choose 30 occupations (or as many as students in the class) or businesses needed for a city.
b. Each student chooses one of the above; the student will visit the business on their own. A camera was supplied the students to take 2 or 3 pictures. A letter of introduction explaining the project was given to each student. The culmination of the unit was showing the pictures and taping each child as they told about their personal field trip.
c. Pantomine the job you choose and let the class guess.

Meeting II

a. Know 3 skills you need to do your job and be successful.
b. Make a stick puppet (how do you dress?)
c. Do a mini-play and show one skill your puppet needs to do the job.

Meeting III

Make a large mural map of a city showing streets, parks, etc. (Each person may draw the building or place of the occupation chosen and attach it and the puppets to the mural.)

Meeting IV

Before class, tape the music of "Dry Bones".
CHORUS:
These jobs, these jobs all need each other.
(repeat twice) now listen to the words of our song...
Use story books available to show the interdependence of people and jobs.
Example: A boy with a sheep who used the wool to make a suit. If the students are too advanced for the book, just show the pictures and tell the story. Explain before reading that the class is to remember all the jobs mentioned and how they are interdependent. List the jobs on the board, as students remember them. Arrange them in sequential order. Choose 8 jobs which are interdependent and use to the music of "Dry Bones".

Example: The sheep shearer depends on the carder, the carder depends on the spinner, etc. The whole class joins in at the chorus and individuals speak the other lines in time to the music.

Meeting V

Mobile -- students make mobile illustrating jobs interrelated to the one they chose.
Example: grocer-farmer, trucking, salesman, customers, etc.
Leave completely to the students' imagination.

Meeting VI

Plan a production line.
Example: Kites - a commercial kite can be taken apart and class decides upon:

1. How to make it
2. Materials needed
3. Jobs required and assignment of
4. Job description

Meeting VII

Production line set up and enough kites were made so each student received one.

Meeting VIII

Showing of slides (See Meeting I)

Example:

Letter of Introduction

This will introduce ______________________, a student at ________________ Elementary School. Our Social Studies class is studying the many jobs and occupations needed to run a city. This student has expressed interest in your business. Would it be possible for ______________ to see your operation and learn of the jobs needed to run it and some of the skills required for these jobs. ________________ will share these experiences with the rest of the class.

Thank you for helping this young student learn about his community.

Sincerely,

Principal
Counselor
Teacher

Reference:

Yellow Pages of Learning Resources. MIT Press, Cambridge, Mass. 02142
Social Studies filmstrips on many occupations are usually available in elementary schools.
Posters on occupations: Community Helpers Activities, Set 2,

"WORLD OF WORK UNIT" - continued

Reference (Continued):

FA Owen Publishing, Dansville, New York 14437
Modern Workers, Set 1 and Set 2, Instructor Publications, Dansville, New York 14437.

GRADE LEVEL

4 - 6

May Williams Grade Level: 4-6

"THIS IS YOUR LIFE"

Objective:

To learn to share experiences and opinions in a group situation.

Materials:

None

Procedure:

In no longer than one minute - each member of the group responds to each question.

1. Tell us about your life -- where you are now and where you are going.
2. I had a happy experience the other day -- would you tell us something happy that has happened to you this year.
3. Tell the group -- What do you feel is the greatest problem facing young people today?
4. How do you feel about the group?

   What did you learn about yourselves today?

Bill Harwood Grade Level: 4-6

"RELAXATION GROUP"

Objectives:

To give the students an opportunity to experience some new feelings.

To see that it is "all right" to have different feelings to the same stimulus.

Materials:

None

Procedure:

Select a group of 8-15 students.
Gather in a room where everyone can assume a comfortable position whether in a chair or on the floor. Allow them to take shoes off for comfort. Keep in mind that the activity works best when the students are prone on the floor.

The counselor explains that he is going to give them a chance to actually "feel" some new feelings. But to do so the students must put themselves in completely relaxed positions and do exactly what the counselor asks. Caution the students that you will ask them to do some things which may sound silly, but they are not to laugh. Personally, I tell the students that I will ask anyone who is disruptive to the slightest extent to leave immediately.

Tell them to close their eyes and listen to your voice. Then your dialogue goes something like this: "Think of the top of your head. Relax your scalp muscles completely. Now think down into your head and ease those muscles behind your eyes -- first, your left, then your right. Now think inside of yourself again down to the back of your tongue. Relax that tongue muscle. And now your jaw -- let it drop if it wants to." Continue down through the rest of the body until the group is thoroughly relaxed.

Then tell them to see if they can feel the bottom of their feet -- "after all, you walk on them all day -- now lets see if you can actually feel it touching your sock, shoe, or the cool air." See if they can sense the muscles in their stomachs working. See if they can feel their eyeballs touching their eyelids. See if they can feel the weight of the hair on their head. See if they can sense a single hair. Ask them to determine whether they feel heavy or light, cool or warm. And finally, tell them to decide what color they feel. Strongly encourage them to decide on a color and decide why they decided on that one. But be careful not to mention any specific color because the power of suggestion will influence their decisions.

"RELAXATION GROUP" - continued

Finally you are ready to bring them out of it. Very firmly say something like "Everyone open their eyes" and simultaneously clap your hands loudly. Even though they have their eyes open and are now sitting up, the students should be in a very relaxed state. Have them relate their feelings and reactions to the experience. Point out that different people sensed different things and have different feelings. You may or may not want to let their discussion amble into other areas of concern. It will probably tend to do so due to the low state of their usual defenses. However, there is also much to be said for keeping their minds on the immediate experience.

It should be noted that the children like to call the relaxation exercise "hypnotism". The children's use of this word may tend to panic parents.

Prerequisites: a private room, and a rug or floor mats are helpful.

Follow-up Activities:

Repeating the relaxation exercise is not wasteful since the students will "feel" different ways at different times.

Classroom discussion highlighting how different students react differently to a teacher stimulus like "Students, please get your social studies books out." Different reactions will depend upon whether their reports are done, whether they see themselves as good readers, etc.

Bill Harwood Grade Level: 4-6

"PERSONAL FEEDBACK GROUP"

Objectives:

To increase students' self awareness of salient personality characteristics.

To provide a practice ground for honesty.

Materials:

None

Procedure:

Select a group of 8-15 students.
Gather in a room where everyone can sit on the floor and explain you are looking for an individual who 1) wants to learn more about himself, 2) is courageous, and 3) has many friends. Usually several people will volunteer, but for the first few times the counselor must select the students who actually are the most secure. The object person is then situated on the floor in front of the counselor, facing the rest of the group.

The group is told to "look at X and tell him what comes to mind. What do you see him doing? How does X strike you?"
The students are encouraged to be frank and always honest.

The object person cannot speak while the group is talking about him. When someone says something like: "I think X is a neat guy", the counselor may reply, "In other words you see some qualities in X which you admire and may wish you had yourself." To such comments as, "X is a creep", the counselor could reply: "That's namecalling. Can you tell X some of the specific things he does which bother you."

Always encourage the group to use X's name, avoiding pronouns such as "he" and "his". Also, the group should understand that what takes place in that room should not be talked about outside of the room. If parents ask the children what they did in the room, they should feel free to tell what they (the individual) did, but not what anyone else did, nor are names to be used.

When the group has said all they want to (or the counselor decides to cut it short), then the object person is given the opportunity to express how he feels at that particular time. Steer him away from reliving past experiences and keep him in the "here and now". Do not let the group respond to what the object person says at this time. Try to reinforce the positive things which were said about the object person, but when the group as a whole criticized a particular personality quality do not let him ban from his awareness the fact that at least some of his peers find that to be an undesireable quality.

The counselor must watch the object person very carefully to notice when they have "had enough". It usually helps to maintain some physical contact with the object person. Also, be aware that students with severe personality problems often volunteer for this activity. The counselor must proceed with caution when such a person is selected as the object person, for the effects of such a group may go deep and hopefully are long lasting.

Prerequisite: A counselor who is comfortable with group counseling. Also, a private room.

Follow-up Activities:

This activity frequently leads to self referrals.

Subsequent sessions to offer the object person alternate ways of behavior.

Subsequent feedback sessions for other individuals selected from the group.

Eunice Burgess   Grade Level: 4-6

"LAUGH AND CRY"

Objective:

To become aware of feelings and causes for them.

Materials:

Book, Laugh and Cry, Jerrold Beim,
William Morrow and Co., New York

Story pictures, Moods and Emotions,
Marie Frost, Child's World, Inc.

Procedure:

Read story.

As story is being read, and as a different feeling is talked about, supplement story with appropriate story picture from Moods and Emotions. (i.e., as the feeling of sadness is being talked about, show pictures of little girl sad and crying.)

*Written activity for group discussion. (Open-end sentences)

Most of the time I feel
I am happy when
I am sad when
I am afraid when
Feelings are
Sometimes I can tell how you feel by
Sometimes you can tell how I feel by my

Follow-up Activities:

The children may collect pictures from magazines and newspapers of people and identify the feelings they seem to be expressing. They could then discuss: How would this person make you feel? What could you do?

Reference:

*Guide - Focus on Self-Development, Stage One: Awareness, Unit C, The Emotional Self, Anderson, Lang and Scott, SRA, Chicago, Ill. for open-end sentences.

Eunice Burgess Grade Level: 4-6

"POP-UP"

Objective:

Developing essential skills for effective group discussion -- listening to, and talking to one another.

Materials:

None

Procedure:

To help pupils learn appropriate behaviors for discussion, you may wish to have them play pop-up. Here's how it works.

Begin by choosing a moderator. At first you may wish to serve as moderator to set an example for others to follow. Children may need to know what the moderator's role is. He simply makes sure that everyone who wishes to is given a chance to speak without interruption. He can also help to move the discussion along if it bogs down, or end it if interest seems to be waning. However, the moderator should take part only if it is necessary.

The discussion begins when the moderator says, "The floor is open for discussion." Everyone who wishes to speak stands up but doesn't say anything. The moderator then calls on someone who is standing and asks him to speak. Everyone else sits down. When the speaker finishes, all who wish to respond or add to the speaker's comments stand up. The speaker gives the floor to one of the standees. Then everyone except the new speaker sits down.

The moderator interferes with this process only if he feels that participants are calling only on their friends or if for some reason everyone who wants to speak is not getting a fair chance to do so. If the moderator wants to join the discussion, he should forfeit his position for the remainder of the discussion and call for a volunteer to take his place.

When the system is working well, you'll probably find that your pupils have overcome several possible obstacles to effective discussion. You can expect pupils to:

1. Be more willing to contribute ideas if a "climate" of acceptance is accentuated and the few vocal, eager pupils found in almost every class aren't permitted to dominate the discussion.

2. Address their remarks to each other, rather than to the counselor.

3. Do less "editing" of their thoughts for the benefit of the counselor, who, though obviously present and in charge, is more a part of the group than apart from the group.

Tryout Topics:

To introduce your group to procedures that help assure maximum participation in classroom discussions, you might wish to introduce the pop-up game with a few tryout topics.

You can begin by writing a suggested topic on the chalkboard, then outlining the rules of pop-up for the class. Two kinds of suggested topics:

1. If I had $100, I would buy ______________________
2. I think that the best kind of pet is ____________
3. When I grow up, I want to be ____________________
4. Basketball is more fun to watch than ____________

Your group can probably help you by suggesting other topics of the types suggested here. When you think that the group has arrived at an understanding of discussion techniques, you might wish to have them react to the question, "How well do we hold discussions?"

Did everyone who wanted to speak have a chance to do so?
Did speakers show by their comments that they were listening to what was said by others?
Did speakers speak loudly and clearly enough so that everyone could hear?
Did most class members take part in the discussion?

Reference:

My Weekly Reader, Learning About-Values Discovery Kit, "Holding Class Discussions", American Education Publications, Middletown, Conn.

Eunice Burgess Grade Level: 4-6

"EVERYONE HAS PROBLEMS"

Objectives:

To help each child recognize and accept the consequences of his behavior.

To help each child develop skills in making decisions through problem-solving techniques.

Materials:

Cassette 4, Side B, "Flopsie Flounder" or Record 19, Side A, Band 1, DUSO Kit, Don Dinkmeyer, Ph.D., American Guidance Service, Inc., Publisher's Building, Circle Pines, Minn. 55014

Cassette tape player or record player.

Any poster showing a problem situation.

Procedure:

Session I. Introduction - "Everyone has problems. Some problems are easy to solve. Others are hard to solve. Some problems can't be solved. We must learn to live with them. Here are some ways to help you with your problem.":

A. "Face your problem. Decide what it is."
B. "Think your problem through and decide what you can do about it."
  (1) "Think what your problem does to you."
  (2) "Think what your problem does to other people."
  (3) "Think of different things you can do to help solve your problem."
  (4) "Decide what things would be best to do."
C. "Talk your problem over with someone you respect and trust."
D. "Start doing the things you have decided to do that will help you solve your problem."

I. "Let's listen to DUSO tell his story about Flopsie who was worried and unhappy because she could never decide what to do about anything."

II. Group Discussion - What was Flopsie's problem?
How did Flopsie solve her problem?
Have you had a similar problem?
What things did you do to solve your problem?

Session II: Introduction - Review the meaning of the term problems by discussing this riddle:

> "I've got them. You've got them. Some are easy. Some are hard. But we each have some that are different from those of others. We can't see, hear, taste, or touch them, but they have something to do with the way we behave. We can change them or solve them. We can add new ones. We may also choose to live with some. What are they?

I. Display the poster-size picture showing a problem situation. (You will wish to explain to the group the three main parts of the activity.)

   A. Study the poster to decide what has happened.
   B. Think of and make a list of possible next steps that the characters might take. These can be called alternatives or choices of action.
   C. Imagine what the outcome of each alternative or choice might be, or what might happen if each of the alternatives is followed.

II. To help the group, you may wish to make a chart on the chalkboard. Such a chart is shown below. The listing of possible choices, and likely outcomes is what the completed chalkboard chart might look like.

III. You will probably wish to start with the headings and let pupils suggest their own wording for the two categories. Another possibility is to fill in one line as an example for the group.

Choices or Alternatives	Likely Outcomes
Tell mother	be scolded or punished

IV. To keep the activity moving along, you may ask questions about the picture.

Carol Payne Grade Level: 4-6

"VALUE SURVEY"

Objective:

To help the students identify the priorities in their own value system.

Materials:

Ditto sheet of 18 values.

Procedure:

Pass out the typed ditto sheet with the directions included on it . . . an example follows.

Follow-up Activity:

Do this activity at the beginning of the school year and then again near the end to see if any changes have taken place.

Reference:

Values Clarification, Simon, Howe, & Kirschenbaum, Hart Publishing Co., Inc. New York, 1972, pages 112-115.

"VALUE SURVEY" - continued

VALUE SURVEY

Directions:

Below is a list of 18 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU as guiding principles in YOUR life. Study the list carefully. Then place a 1 next to the value which is most important for YOU; place a 2 next to the value which is second most important to you, etc. The value which is least important, relative to the others, should be ranked 18. Work slowly and think carefully. Feel free to change your answers. The end result should truly show how you really feel.

________ A COMFORTABLE LIFE (a prosperous life)

________ EQUALITY (brotherhood, equal opportunity for all)

________ AN EXCITING LIFE (a stimulating, active life)

________ FAMILY SECURITY (taking care of loved ones)

________ FREEDOM (independence, free choice)

________ HAPPINESS (contentedness)

________ INNER HARMONY (freedom from inner conflict)

________ MATURE LOVE (sexual and spiritual intimacy)

________ NATIONAL SECURITY (protection from attack)

________ PLEASURE (an enjoyable, leisurely life)

________ SALVATION (deliverance from sin, eternal life)

________ SELF RESPECT (self-esteem)

________ A SENSE OF ACCOMPLISHMENT (making a lasting contribution)

________ SOCIAL RECOGNITION (respect, admiration)

________ TRUE FRIENDSHIP (close companionship)

________ WISDOM (a mature understanding of life)

________ A WORLD OF PEACE (freedom from war and conflict)

________ A WORLD OF BEAUTY (beauty of nature and the arts)

Eunice Burgess Grade Level: 4-6

"RESOLVE"

Objective:

To explore what is meant by New Year's resolutions.

Materials:

None

Procedure:

See if the children know that many people make New Year's resolutions. Discuss what is meant by "making resolutions". Ask the children to dictate some resolutions the class could follow during the next year. List their responses on large chart paper and save for reference and evaluation throughout the year.

On the chalkboard write "I resolve to ________________." Give each child a sheet of lined paper and have him copy this incomplete sentence and then fill in two New Year's resolutions. On a second sheet of lined paper, have the children make 12 columns, each column headed by the name or abbreviation of a month. Tape the sheets together so that they form a two-page chart and then staple each chart between paper covers. Entitle the booklet "Our Resolutions" (assisted by teacher). Keep the booklets handy so that at the end of every month each child can record in the appropriate column whether he kept his resolutions most of the time.

For fun for the children and possibly as a device to help you get to know them a little better (their problems, desires, etc.), have them formulate resolutions they wish their friends, parents, and teachers would make.

"Our Resolutions" Booklet

John Brown	Jan.	Feb.	March	April	May
I resolve to:					
stop chewing gum in class					
do better in reading					

Carol Payne   Grade Level: 4-6

"POSTERS AND YOU"

Objective:

Awareness that similar stimuli bring about different responses from different individuals.

Materials:

Drawing paper, crayons or colored chalk, suitable quotes

Procedure:

Present to the class several (about three) different statements and have them develop a poster from one.

Example of some sayings:

1. Fences were made for those who can't fly...E. Hubbard
2. Life is a journey, not a destination.
3. Set me adrift in a sea of hope -- I'll set my sail to a new horizon.
4. The greatest revelation is stillness.
5. The deepest feeling always shows itself in silence.
6. It often shows a fine command of language to say nothing.
7. Today may beautiful things happen to you.
8. You make me smile.
9. The main thing in life is not to be afraid to be human... Pablo Casals
10. There are two ways of spreading light: to be the candle or the mirror that reflects it... Edith Wharton
11. You are the only you in the whole world.
12. Someday is never.

Use student posters to decorate rooms and halls. Discuss how we individuals see things differently.

Reference:

Warm World, Argus Communications, 1973 Catalog, Niles, Illinois

Louis Sartor Grade Level: 4-6

"LISTENING"

Objective:

To encourage good listening practices.

Materials:

None

Procedures:

Following sessions held in circles, preferably of small or medium sizes, the leader asks that a clockwise (or counter-clockwise) review be made, with each participant briefly summarizing something important said by the person to his left (or right). This is then followed by the leader's summary of group accomplishment for the day.

Knowing that every individual will be asked to review what others have said seems to be an effective device for encouraging effective listening.

Louis Sartor Grade Level: 4-6

"HOW CAN WE HELP"

Objectives:

To promote group responsibility.

To achieve better classroom behavior from an individual.

To analyze unsatisfactory conduct.

Materials:

None

Procedure:

Half classroom, usually 14-18 pupils, sits in circle using the techniques for "magic circle". If and when a pupil refuses to follow the rules, becomes disruptive or abusive, he is asked to leave the room, rejoin the other half of the class -- provided it is out of hearing. Henceforth, "magic circle" is suspended for this session.

Circle then discusses the undesirable behavior, tries to determine why it occurs, and explores courses of action to be taken.

Points which should be made clear to group

- a. We like the person, but may dislike his attitude expressed in his behavior, actions.
- b. Collectively, we feel a responsibility to help him change his undesirable actions to acceptable ones.
- c. Individually, we will try to help him.
- d. Peer approval/disapproval are potent influences.

Louis Sartor

Grade Level: 4-6

"WHAT CAN I DO ABOUT IT?"

Objective:

To explore emotions and define maturity.

Materials:

Eye Gate House, Inc., Kit - Me, Myself, and I, Filmstrip and record #3

Procedure:

Show filmstrip, play record, for entire group in classroom.

Film shows boy of this age group depicting emotions; boy talks about his feelings.

Follow with group discussion, individual contributions concerning experiences with emotions.

Point should be made that we all have emotions; maturity is learning to make appropriate responses.

Children should present some personal illustrative examples of appropriate responses.

Reference:

Eye Gate House Inc., 146-01 Archer Avenue, Jamica, New York
11135

Betty Smith Grade Level: 4-6

"TOOLS OF THE TRADE"

Objective:

To broaden knowledge of variety of job titles.

To promote awareness that many different jobs use the same tools.

Materials:

Tools used in a trade (wrench, hammer, saw, level, T-square, triangle, and drawing board). Your doctor or dentist will give you old x-rays and these really create a sensation.

Procedure:

Divide group into two teams.

Exhibit "tool". Let them handle.

Then, taking turns, a recorder from each team writes one job on the board that would relate to the "tool". There may be duplication. If one team selects a certain job title, the other team may not use it.

For older students (if some time can elapse) encourage research and ask parents and friends.

Betty Smith Grade Level: 4-6

"HOW MANY JOBS?"

Objectives:

To promote awareness that many occupations work together to produce one finished item.

To broaden vocational vocabulary.

Materials:

An object (newspaper, piece of fruit, box, piece of clothing, bike tire, carton of milk).

Procedure:

Contest between two teams of boys and girls finding out how many occupations or jobs are involved in making the displayed item.

Relate to occupational cluster.

If several days can be allowed, encourage students to ask parents, friends, and do research.

Betty Smith Grade Level: 4-6

"GUESS THIS JOB"

Objectives:

To broaden knowledge of number of occupations and careers.

To provide practice in using the classified section of newspaper.

Materials:

Classified section of newspaper (doesn't have to be current).

Procedure:

Discuss the various sections of the classified section of newspaper briefly, then point out the Help Wanted section. Elicit alphabetical arrangement.

Have several students read a particular job that catches their interest.

Asking students to work alone or in groups of two, have them pick a job to act out in front of the class. They may not talk - only act. The rest of the group tries to guess the job title.

Betty Smith Grade Level: 4-6

"WHAT AM I?"

Objectives:

To increase vocational vocabulary and knowledge of the number of vocations and careers.

To enable fantasy about a greater number of occupations in relation to themselves.

Materials:

Paper and pencil. (nothing is going to be handed out)

Procedure:

Put a few of the following riddles on the board:

1. Come sit in my special chair
and I will trim your hair.
I am a __________________.

2. One of the most important things I can do
is protect your health by examining you.
I am a _________________.

3. If you want to go somewhere
I'll drive you for a fare.
I am a _________________.

4. Do you ever dream
about delivering milk and cream?
I am a ______________.

5. The stories I tell you are not fables,
I'm the man who waits on restaurant tables.
I am a __________________.

6. I type letters for my boss
to prevent a communications loss.
I am a ____________________.

7. In a plane I do fly
serving folks in the sky.
I am a __________________________.

8. I don't make my work a chore
when I bring letters door-to-door.
I am a _________________.

"WHAT AM I?" - continued

Discuss and solve these together.

Give group time to make up some of their own (working alone or with another person).

Ask that number of spaces after "I am a _ _ _ _!" match the number of letters in the job title.

After becoming familiar with the game discuss job clusters and narrow possibilities down to one job cluster.

Reference:

Elementary School Guidance & Counseling, March, 1972
Career Work Game, p. 200.

Ann McLaughlin   Grade Level: 4-6

"PERSONAL SHIELD OR COAT OF ARMS"

Objective:

To help students to think about the question...."What am I doing with my life?"

Materials:

Drawing paper or mimeographed sheets, crayons, pen or pencils.

Procedure:

Begin with a discussion: What is a shield? (Coat of Arms)
Can you remember any designs on the front of the shield?
What might these pictures or designs mean?
Finish discussion by explaining you will make personal shields or coat of arms.

Hand out mimeographed shields as sketched or drawing paper and let students draw shields any shape they prefer. Divide shield in six parts.

Questions for the six parts. A picture, design, or symbol for each section. (Students may add a word or phrase.)

1. What is the greatest thing I have ever done in my life?
2. What is the worst thing that has ever happened to me?
3. What is one thing other people can do to make me happy?
4. What do I want to be when I finish my education?
5. What would I want someone to say about me if I died today?
6. What is something that makes me very sad?

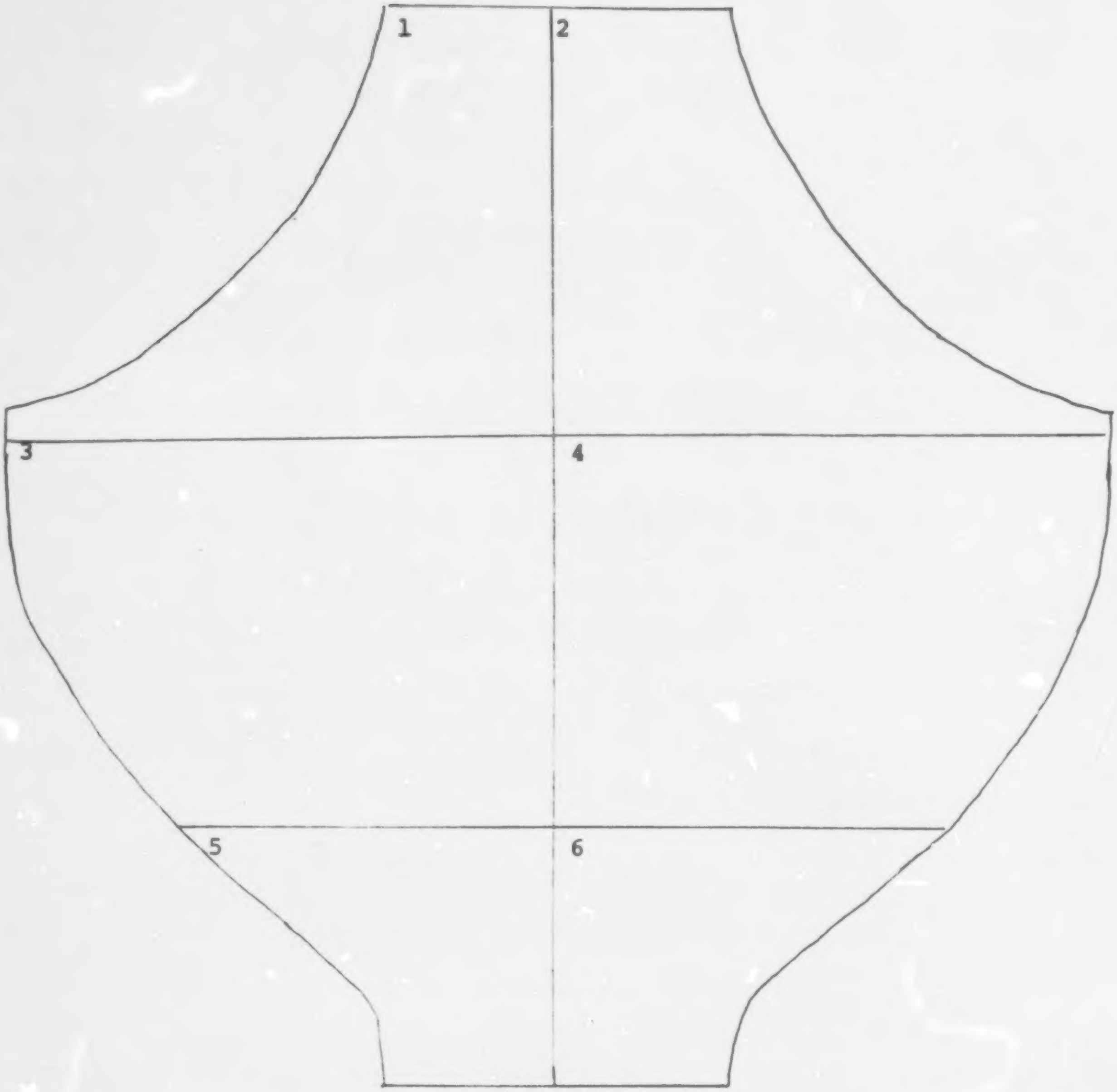
The last 5 minutes or so of the class period have those who would like to share different parts of their shield with the rest of the class. Sharing is not required. The shields make an attractive bulletin board.

By making a large copy of the shield with the questions written in each section it can be taped to a blackboard during the lesson and students can refer back to it.
(SEE following page for a shield design.)

Reference:

Values Clarification, Sidney Simon; Leland W. Howe, Howard Kirschenbaum. Strategy #47, page 278 (adapted for elementary).

"PERSONAL SHIELD OR COAT OF ARMS" - continued



Caroline Fenderson, Carol Payne,
Bette McConnell, Ann McLaughlin

Grade Level: 4-6

"FLY HIGH KITE"

Objectives:

To increase the student's understanding and acceptance of self.
To enhance the student's sense of self worth and other people's importance to him.
To give practice in realistic goal setting.

Materials:

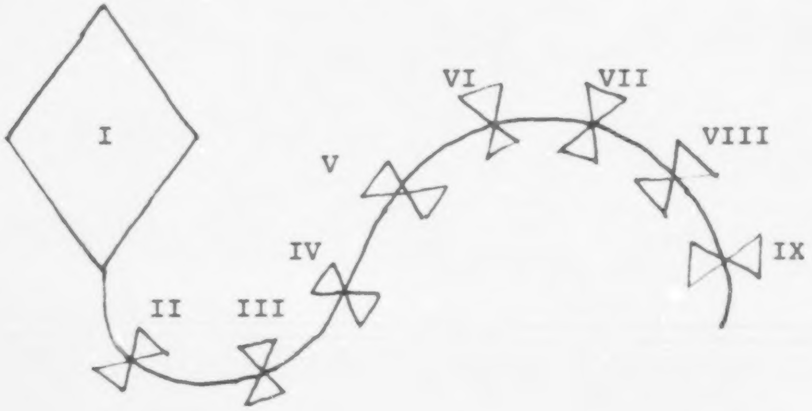
Construction or manila paper
Yarn
Pencils/crayons
Stapler

Procedure:

This activity is to serve as a framework for the counselor/teacher to use with any size group over a flexible period of time.

For the introduction of this unit refer to the Resource Index for material related to the uniqueness of the individual (see category, "Self Image").

As the students proceed with the activities in this unit they will create their own personal "Fly High Kite". The kite and each tail segment are to symbolize meaningful experiences with the following activities:



"FLY HIGH KITE" - continued

I. Personal clues or unique tag that identifies student. Ideas of things that may be included: Zodiac sign, nicknames, picture of home, number of brothers/sisters, nationality, telephone number, address.

II. Feelings - Refer to Values Clarification, page 95 and draw or write choice identified with . . .

III. Things I Can Do Well - sports, school, home, music, arts, shop, etc.

IV. Dreams/Wishes
   A. Fantasy goals (on inside of tail segment)
      1. What would you like to be and/or do? - Brainstorm
      2. Draw or write
   B. Realistic goals
      1. Look back to tail No. III to things you do well -- expand on them.
      2. List three goals they would like to accomplish by the time school is out.
      3. Look at fantasy side of the tail segment and pick something you like to do and would like to do better.

V. Physical Statistics - height, weight, color of eyes, color of hair, fingerprint

VI. Food I Like

VII. People I Like - peers, adults, idols, etc.

VIII. Validation - each student writes his name on a tail segment. The segments are passed around to each member of the group who draws or writes something they like about each individual whose name is on the segment.

IX. Autographs - each student signs each other's tail segment as a culminating activity.

These are some of the suggested activities for making tail segments. You may wish to add or substitute others.

Pattern for tail segment at end of unit.

Supplementary Activities:

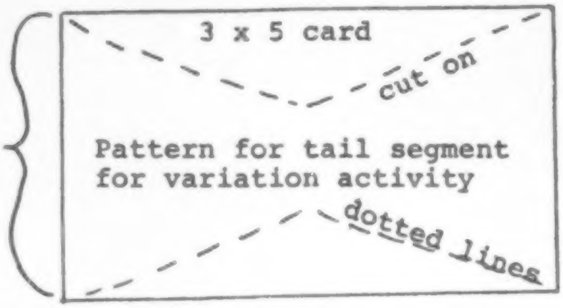
I. A game using the Kite tag as a personal description card. See Our Care Package, page 117 for rules and procedures.

"**FLY HIGH KITE**" - continued

II. Variation of Fly High Kite

Objectives: To give student some positive feelings about himself.
To get students to know one another.
To improve interpersonal relations between students, especially where friction has been noted. (This would be good practice to help students to look for good qualities in people they may not have known or liked.)

Materials: For kite - construction paper, crayons, scissors, yarn or string and stapler.



Place this edge of pattern on folded side of paper when cutting out tail segment

Procedure: 1st activity - each student makes a kite that identifies him. On it he would put his name surrounded by drawings or words that relate to him.
Example: Draw your favorite food, show your favorite color, draw the thing you like to do best, etc.
Add string to the bottom of kite.

2nd activity - (To be done each day for a week.) Each student cuts out a tail segment. He writes his name on the segment and passes it around the group. Each student writes a word on the tail segment that tells something good or nice about the person it belongs to, he staples it on the kite string. When everyone is finished the teacher/counselor gives the following directions: "Tomorrow I want you to be aware of the others in your group and think of one good thing or word you can write on another tail segment for them." This procedure continues until there are five tail segments on the kite tail and then the kites can be displayed or taken home by the students.

References:

Simon, Howe, Kirschenbaum, Values Clarification, Hart Publishing Company, Inc., New York.

Our Care Package of Developmental Guidance for the Elementary School, produced by the Pupil Personnel Services Demonstration Project, ESEA Title III, 801 6th Street South, St. Petersburg, Florida 33701.

Resource Index for Developmental Guidance Activities in Elementary School, produced by the Pupil Personnel Services Demonstration Project, ESEA Title III, 801 6th Street South, St. Petersburg, Florida 33701.

Ann McLaughlin, Carol Payne,
Caroline Fenderson

Grade Level: 4-6

"M & M KIT"
(Mistake Makers)

Objectives:

For students to become aware that mistakes can provide opportunities for learning and that students who try to succeed and fail can learn from their mistakes.

Materials:

Mazes (paper and/or overhead)
Acetate folders
Chalk
Goof boards (these could be pieces of cardboard cut to appropriate sizes)

Procedure:

Have the students guess what M & M's stand for. After discovery of what M & M's stand for ask: "Do you know what the SECOND biggest mistake is?? It's to make one mistake and just stop so you won't make another."
"Who can guess what the BIGGEST mistake of ALL is that you can make? It's to be so afraid of mistakes you never try anything in the first place."

Have the students name some famous M & M in the history of our country. Stress these who succeeded by learning from many failures. (Examples: Benjamin Franklin, Thomas Edison, etc.)

Give the students an opportunity to share some mistakes and what they learned.

Introduce the mazes to the students to explore how they can find their way through mazes by making mistakes. Presentation of mazes may be made by using:

1. acetates for overheads
2. acetate folders for reuse
3. duplicated paper copies with matching chalk for reuse

Supplementary Activity:

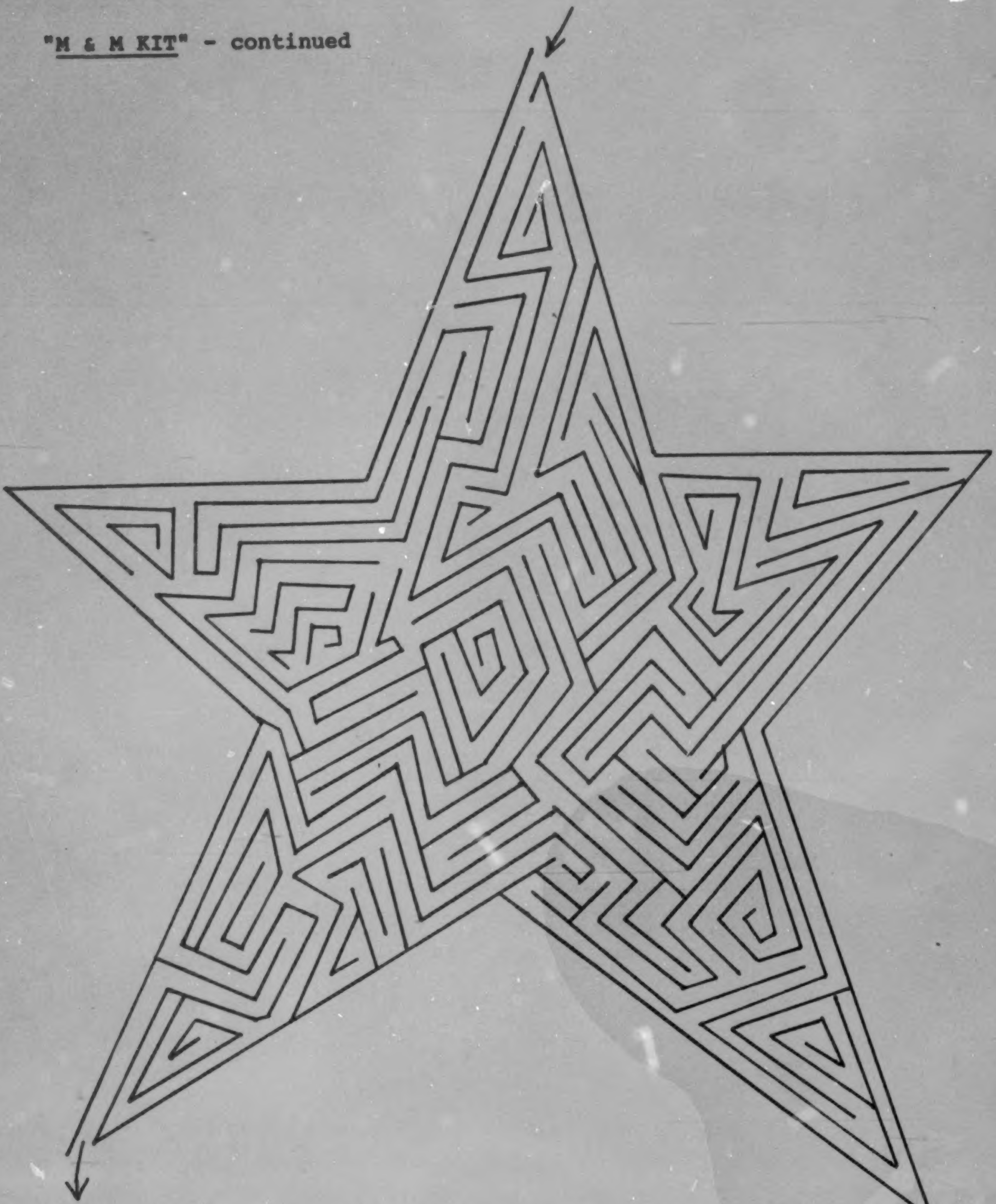
Everyone write down a mistake or goof they made in the last week. (A symbol may be used.) For a few minutes each person thinks about his personal goof. If a student chooses, he shares his goof and the group can offer ideas about what could be learned from this mistake. Then the individual can say to himself, "I have taken the good things from this mistake. I don't need it anymore. I won't let it slow me down."

Erase the board.

Need:

Mazes for Fun Book, Koziakin, Vladimir, Grosset & Dunlap, Inc., A National General Company- Publishers, New York.

"**M & M KIT**" - continued



8 MINUTES

Caroline Fenderson Grade Level: 4-6

"USING NEWSPAPERS FOR AWARENESS"

Example: "Diet or Die"

Objective:

To help children become aware of everyday value issues - especially in their local community.

Class Session Example

Materials:

Article: "Diet or Die", by Marilyn Brown, St. Petersburg Independent, April 23, 1974, page 1A. (Copy follows this lesson plan.)

Objective:

To help children increase their understanding of the relationship between freedom and responsibility.

Procedure:

Read article. Discuss reactions and content as follows:

1. Why do you think he eats like that?
   Discuss how babies put things in their mouths to help them feel secure, and sometimes this can become an unconscious pattern throughout their lives. Food can be a thumb substitute.
2. Who is to blame?
   Discuss how we are all basically responsible for our own behavior, but sometimes we are not strong enough and others have to help us. In this case, society is going to have to help both the mother and child.
3. What are the consequences to him of his eating?
4. What can society do to help?
5. What do you think should be done?
6. What does it mean to have your freedom taken away?
7. What does responsibility have to do with freedom?

Additional Activity:

Materials:

Chalk and blackboard

Procedure:

Draw two continuum lines and label them as follows:

HOW MUCH FREEDOM DO

1. I HAVE NOW

x————————————————————————————————x

make no decisions myself	make all decisions myself

2. I WANT TO HAVE

x————————————————————————————————x

Ask children who volunteer to come to the board one at a time (alternate girls and boys) and to place an X plus their initials on each line. Then ask them to respond to the following:

1. Share with us why you placed your X's where you did.
2. Would you be willing to tell us what decisions you are now making for yourself?
3. Would you share with us what other decisions you would like to be able to make?

If a child marks both lines in the same place, reflect his feeling of okayness.

If a child wants to have more freedom than he has, ask him to think of at least one way he could be more responsible to encourage adults to allow him more freedom. (Remember children's answers for helping children make and implement plans.)

If a child wishes less freedom, ask if he would like help in learning how to make decisions with more confidence. Follow-up with class, small group, or individual sessions.

Reference:

Sidney Simon, Leland W. Howe, Howard Kirshenbaum, Values Clarification, New York: Hart Publishing Co., 1972, p. 116 for how to use values continuums.

DIET OR DIE

He's 13, Weighs 288

-- And He's Still Eating

Marilyn Brown
Staff Writer

If someone doesn't help the young teenager soon, he will die.

He's only 13 and his 5 foot 3 body supports 288 pounds. He has trouble walking, his legs ache and he tires easily.

"He eats a lot," says his mother. "Whatever we have."

He likes to play guard in basketball, and when the guys choose up sides for a football game, he's usually the line.

Because of his size, he keeps breaking the pedals of his bicycle.

His doctor thinks the boy is eating his way to an early grave. "He must be taken out of his home situation and given help, or he is going to die," said his doctor.

He lives with his mother who is on welfare. She is a diabetic and disabled with only one leg.

He is shy and walks the two miles to and from junior high school in Safety Harbor every day. His older sister says it is because he likes to stop at a convenience store for candy.

When he gets home, he complains of pains in his legs and exhaustion. He is ready for a snack - a sandwich or some "wienies".

The boy's mother and sister say he "eats a lot, but the food isn't very nourishing. For breakfast he has "whatever is left over from dinner." Usually it is rice or potatoes. He eats lunch at school and says it is usually not enough.

For dinner he has whatever the rest of the family has - usually two chicken wings or two hot dogs - then eats whatever is left over. It usually includes two huge bowls of rice or potatoes. If there is not enough, he cooks another pot of rice. Fried chicken and rice are his favorite foods, but he doesn't get chicken often.

The boy says he has tried to diet but is always hungry. His mother has tried to limit his food, but has given up. She has told him he is hurting himself by eating but "he doesn't seem to care," she said.

His mother fears her son will develop diabetes. She also has heard of very fat children "just dropping over dead while they are playing."

Clothes are a problem. Pants and shirts often must be ordered special. His sister said the recently purchased size 50 blue jeans looked too big. When he put them on, they were too tight. He doesn't have a coat because the family can't find one to fit.

The doctor has asked All Children's Hospital Social Service Director Alan Porter to find a "residential treatment center" for the boy where his diet can be rigidly controlled, and where he can get counseling. There is no such home in Pinellas County.

Foster home care is being considered, but he will be difficult to place, Porter said. Even in a foster home constant supervision will be a problem.

The obese youth could be admitted to the hospital, but his doctor says that would not solve his psychological problems or change his eating patterns. He could only stay in the hospital for 45 days and receive Medicare aid. The cost would be about $5,000, Porter estimated.

"We don't want someone to take him out of sympathy," Porter says. "But he needs a place where he can get love and someone can limit what he eats. He needs to go to a long-term care type hospital, but there is none available here."

The boy's mother is hopeful that her son can be sent someplace where he can lose weight.

"I don't want him to go away, but he needs to," she says sadly. "He was real excited about it when the doctor first talked about it. He wouldn't have to be gone too long, would he?"

The youth says he would be willing to try going to a new home for awhile. When asked if he really wants to lose weight, he bows his head and nods affirmatively.

"Certainly something is available that we just don't know about," his doctor said.

Article appeared in
the St. Petersburg Independent
St. Petersburg, Florida
Tuesday, April 23, 1974

Caroline Fenderson, Ann McLaughlin, Carol Payne

Grade Level: 4-6

"QUESTION BOWL"

Objectives:

For student to use the process of decision making and problem solving.

Materials:

Bowl or container
Questions on folded paper

Procedure:

Small group activity.

Have three or more questions per student prepared in advance. Fold each one and place in a bowl. Questions may deal with any subject:

1. How do you know your parents care for you?
2. What do you do when you get mad?
3. What do you do when you feel left out?
4. I am a short fat guy, and it didn't use to bother me much. Now everyone is calling me piggy. I hate it. What can I do about it?
5. How do you decide with your brother/sister which T.V. program you'll watch on Saturday morning?
6. How can I stop being fresh and talking back to my teacher?
7. When boys show off so much in front of a girl what can she do?
8. This boy in class is always pulling my hair and doing dumb things... What should I do?
9. A real "bully" in my class beats people up for no reason. What can we do to make him stop fighting?
10. A girl in our class is tattling on everyone. What can I do?
11. My best friend moved away. I miss him/her a lot. I don't seem to be able to find any new friends. What can I do?
12. A boy in my class likes me and I can't stand him. He follows me everywhere. What can I do?

One student volunteers to go first and picks a question. Read out loud to the group. The whole group must remain quiet for one minute while the student who picked the question thinks about how he will answer it. Then after the minute is up he then shares his answer with the group. The group at this time share their opinions of his solution and what they would do.

"QUESTION BOWL" - continued

If one of the questions stimulates personal experiences, allow them to share what they did and why.

Following the same procedure allow other members of the group to have a turn.

Supplementary Activities:

I. "What would happen if....."

The contents of the bowl would be changed to - What would happen if ______?

1. What would happen if...I began to smile at people more often?
2. What would happen if...I asked people questions and really showed my interest by listening to their answers?

II. "How would you feel if.."

1. How would you feel if... you didn't get your homework done?
2. How would you feel if... you were left out?

Caroline Fenderson, Ann McLaughlin, Carol Payne

Grade Level: 4-6

"POWER THRU FANTASY"

Objectives:

To increase the students' self-awareness and self-concept.

Materials:

Adequate space for children to lie down on floor
Audio tapes and tape recorder

Procedure:

Small group activity.

Session I

Introduction explaining what fantasy is: pretending, imagination, day dreaming, and living what you're reading.

The rules of reality do not apply to fantasy. You don't need imaginary scuba gear to walk on the bottom of the sea, but you do in real life. Things can happen in fantasy that can't happen in real life. Fantasy can physically affect your body. Let's listen to some tapes and see how it works.

Tape #1, Part I "Lemon"

Soft instrumental music in the background. A soft voice will give the directions over the background music. Have the students sitting in a comfortable position with eyes closed.

"The first thing I'll ask you to do is to take a deep breath (in through the nose)... pause... now slowly let it out your mouth... (narrator demonstrates)"

"Let's do it once more" (demonstrates).

"Now picture in your mind a large lemon"... pause. "Look at it carefully... pause... notice what color it is... pause... do you see any other colors on it?.. pause... Slowly turn your lemon around... so you can see what it looks like from all sides...what shape is it?...Does it have any bumps, creases, or spots on it?.. Now bring your lemon up to your nose... smell it... smell it again... Now picture a knife and cut your lemon so you can see the juice running out... Drip some of that juice on your tongue...taste it...feel the taste inside your mouth... Now put your lemon and knife down on a table... I am going to slowly count to three then open your eyes... And come back to me in this room.. 1....2....3... Open your eyes... (Allow tape to run until all eyes are open.)

Process #1:

The counselor may ask, "Who would be willing to share what happened."

Help the students to focus on their feelings and what they did with their lemon... In order to point out the effect the mind had on the body. Also point out similarities and differences in their experiences.

Tape #1, Part II "Bucket"

"Now let's explore another way fantasy can affect our bodies... Stand in a comfortable position with your feet slightly apart... Take a deep breath thru your nose... and slowly let it out your mouth... O.K., let's do it once more... Hold both of your arms out straight in front of you... and imagine you are holding a bucket in each fist... Feel your buckets in your hands... Now I am going to pour water into one of your buckets... I am beginning to pour it slowly in so it is covering the bottom of your bucket... Can you feel the weight of the water... Now I am pouring more and more water in your bucket... It is coming higher and higher... your bucket is getting heavier and heavier... it is almost full and it is very, very heavy... Your bucket is full and over-flowing... Keep your arms where they are and open your eyes... What do you see? What happened?

Process:

See Process #1.
How did the lemon exercise affect our body? How did the bucket experience affect our body? (senses, physical)
Get responses... That's right, our mind can affect our bodies in many ways.

Tape #1, Part III "Balloon" *

"Now let's see how your fantasy power can help you learn... You're floating in the sky INSIDE a big light blue balloon.. It is cozy and comfortable INSIDE... Look thru your balloon.. What do you see passing below on the ground?.. Now your balloon is coming over a white sandy beach... the balloon is coming closer, and closer to the beach... you can see some marks being magically scratched on the sand... Now you are close enough to read what it says... First you see the number 7... then a times sign... then the number 8..

an equal sign... then the number 56... You look at the numbers all together... And there they are: 7 x 8 = 56... And as your balloon slowly passes by you look back at the numbers in the sand... 7 x 8 = 56... after you are out of sight you can still see the numbers in your mind as your balloon slowly glides to the ground... When I count to three open your eyes and come back to me in this room. 1...2...3... open your eyes!

Process #1:

Who can tell us the math fact the balloon helped us to learn?

You can take a ride in your balloon to learn other facts. What are some facts you might use your balloon for... You can use this when you wish... the balloon may be any color. Look at the facts three times: first piece by piece, second as a whole, and third look again and hold it in your mind as you leave.

Does anybody know why this fantasy exercise works?

It works because it shuts out all the distractions and we can totally remember what we want to remember.

Follow-up:

Pick a fact that you are having trouble with (math, spelling, etc.) and go up in your balloon and see if it helps. Come back next week to share....

Session II

Share with the group what you chose to remember. Did your balloon ride help you to remember it better?

Tape #2, "Father"

Begin with some relaxation as on tape #1.

Picture your father or a man you admire and we'll call him "father". Let us imagine father standing right in front of you... Now give him a hat. What color is it? What color suit will you give him... What color shoes will you give him... Change the color of his hat... Change it again... (Do the same for suit and shoes.)

Take away Father's hat...(Also shoes and suit...) Have him dressed in a bathing suit... (armor, black, white and red) What would you like him to wear now? All right, have him dressed in that now...

Have father go to a different part of the room... Have him float up to the ceiling... Have him come down again... Have him go into another room... (Have father: stand on roof, sitting in a tree, taking a bath, and asleep in his bed...)

Have father riding a horse...(camel, tiger, elephant, giraffe, rhinoceros)... Have the rhinoceros flying....

Have father in: a closet, rolled in a rug, sitting on the stove, under the bed, climbing the side of the house, wearing your clothes, riding your bike, driving a car, flying a jet, piloting a space ship to Mars, helping you with your school work on Mars... Have him helping you with your school work at home in the kitchen.

Have father: sitting at table for dinner, standing on the table, sitting under the table.

What would you like to do with father now?... All right, do it... Is there anything else you would like to do with father?... All right when I count to three open your eyes... One... two... three... open your eyes.

Let's see if we really know where we really are right now... Where is your hand, foot, stomach, floor, and ceiling?

Process #2:

Would anybody like to share what happened? (What was hardest, easiest, liked best, couldn't do...) How did the hat change color? (To facilitate color changes for students who are having trouble have them place one red button on the blue hat. Continue adding buttons until the hat is completely covered. See if they can take away buttons and leave the hat red.) For more detailed information with this and other imagination difficulties see page 33 of Put Your Mother On The Ceiling...

Note: The counselor should sum up that the students are the masters of their imagination and can control their minds.

Session III

"Relaxation and Trip to a Favorite Place"

Tape #3

You have already experienced some relaxation exercises that prepared you for our fantasy journeys. Relaxation makes you comfortable and keeps you from thinking about your body while you're trying to use your imagination. Let's try some more relaxation to prepare us for better fantasy journeys.

Now find your own space on the floor and lie down. Leave enough room so you don't touch each other.

Raise your leg 4 inches from the floor. Point with your heel. Now tense your whole leg and foot as tight as you can while I count to four... 1...2...3...4... Let it flop... (repeat). Feel how more relaxed it is now.

Continue to relax the body by tensing (for count of 4) and releasing each of the following areas of the body twice: other leg, both legs together, fist/one arm, other fist/arm, both fist/arm, shoulders, neck, head and face.

Close your eyes.... Now let's tense whole body: point heels, raise head slightly, tense arms as before... Hold for the count of four... 1...2...3...4... Flop the whole body... (repeat).

Now let your body sink right into the floor... Relax so your body seems to be part of the floor... You are now completely grounded... The ground is completely holding you... Let go and let it hold you up...

Now change the ground under you into a light, fluffy cloud... It is now holding you up... Let your cloud float to a favorite place... Land your cloud in your favorite place.. Take several minutes to explore... (pause 2 or 3 minutes then get them back on their cloud and change cloud to ground, ground to floor, floor is always there... Open your eyes at the count of three...)

Process #3

Follow the same debriefing process presented in the preceeding sessions.

Session IV

Tape #4 "Rosebush", page 38

Find a comfortable position lying on your back... Close your eyes... and become aware of your body... Forget what's going on around you and notice what's happening inside you... If you are uncomfortable see if you can find a more comfortable position... See what parts of your body you are aware of.. Which part of your body is vague and indistinct... If you become aware of a tense area, see if you can let go of the tensing... If not - try deliberately tensing that part, to see which muscles you are tensing... and then let go again...

Now focus your attention on your breathing... Become aware of all the details of your breathing... Feel the air move in through your nose or mouth... Feel it move down your throat... and feel your chest and belly move as you breathe... Now imagine that your breathing is like gentle waves on the shore, and that each wave slowly washes some tension out of your body... and releases you even more....

Now become aware of any thoughts or images that come into your mind... Just notice them... What are they about, and what are they like?... Now imagine that you put all these thoughts and images into a glass jar and watch them... Examine them...What are these thoughts and images like, and what do they do as you watch them? ... As more thoughts or images come into your mind, put them into the jar too, and see what you can learn about them.... Now take this jar and pour out the thoughts and images. Watch as they pour out and disappear, and the jar becomes empty...

Now I'd like you to imagine that you are a rosebush. Become a rosebush, and discover what it is like to be this rosebush.... Just let your fantasy develop on its own and see what you can discover about being a rosebush.... What kind of rosebush are you?.... Where are you growing?.... What are your roots like, ... and what kind of ground are you rooted in?... See if you can feel your roots going down into the ground... What are your stems and branches like?... Discover all the details of being this rosebush... How do you feel as this rosebush?... What are your surroundings like?... What is your life like as this rosebush?... What do you experience, and what happens to you as the seasons change?.... Continue to discover even more details about your existence as this rosebush, how you feel about your life, and what happens to you. Let your fantasy continue for awhile...

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In a little while I'm going to ask you to open your eyes and return to the group and express your experience of being a rosebush. I want you to tell it in first-person present tense, as if it were happening now. For instance, "I am a wild rose, growing on a steep hillside, on very rocky soil. I feel very strong and good in the sunshine, and little birds make their nests in my thick vines -" or whatever your experience of being a rosebush is. Also try to express this to someone. Speak to anyone you like, or to different people at different times, but communicate to someone - don't just broadcast your words to the ceiling or scatter them on the floor. Now open your eyes when you feel ready and express your experience of being a rosebush....

Process #4

As before. Students should begin to think of one particular goal or behavior that he wants to change for the next session.

Examples: stop fighting; making friends; getting up in front of the class; self appreciation.

Session V

Optional for the students.
This is not a taped session. It will be done individually.

Part I

Discuss with the student his area of concern and how he would like to change it... (The area of concern will determine the number of individual sessions.) Example: shyness - in front of the class.

Part II

The counselor will use the material supplied by the student to create the fantasy. Example: (Following are steps that may be taken or skipped as needed. A continuous story or an unfinished story.)

SHYNESS:
1. talking to an animal
2. talking to a friend
3. telling a story to younger children
4. giving direction to 3 classmates
5. sitting at your desk
6. standing at your desk
7. standing by your desk answering questions to the whole class
8. walking in front of the class
9. sharing in front of the class

Direction

1. Relaxation (on his back on the floor) activity.
*2. Stress student is in control and may stop the fantasy anytime by opening his eyes.
3. Do fantasy.
4. Process with student.

Guidelines for Making Fantasy

1. Use a soft, soothing voice.
2. Write out experience beforehand.
3. Use words that connotate texture and utilize all the senses ... wet, dry.
4. Soft music in the background should flow with the words, not too loud.
5. Place adjectives before nouns.
6. Don't give directions (left, right).
7. Allow time for the child to explore and experience.
8. Student may determine when they're ready to go on by raising a finger.

References:

1. Put Your Mother On The Ceiling, Richard DeMille, p. 68-71.
2. F.P.G.A., Joseph Wittmer, "Balloon Fantasy".
3. Awareness, John O. Stevens, p. 38-39.

Ann McLaughlin, Carol Payne Grade Level: 4-6

"STEP THRU FEELINGS"

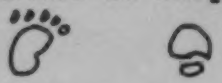
Objective:

To give the students the opportunity to explore their own feelings about various experiences. To become aware of individual differences and similarities between themselves and others.

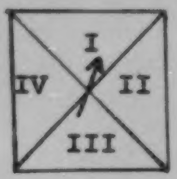
Materials:

Game Board (could be made out of oil cloth, cardboard, paper, etc.)

Cut individual markers in shape of foot or shoe bottom.



Spinner or dice ...



Procedure:

Small group activity.

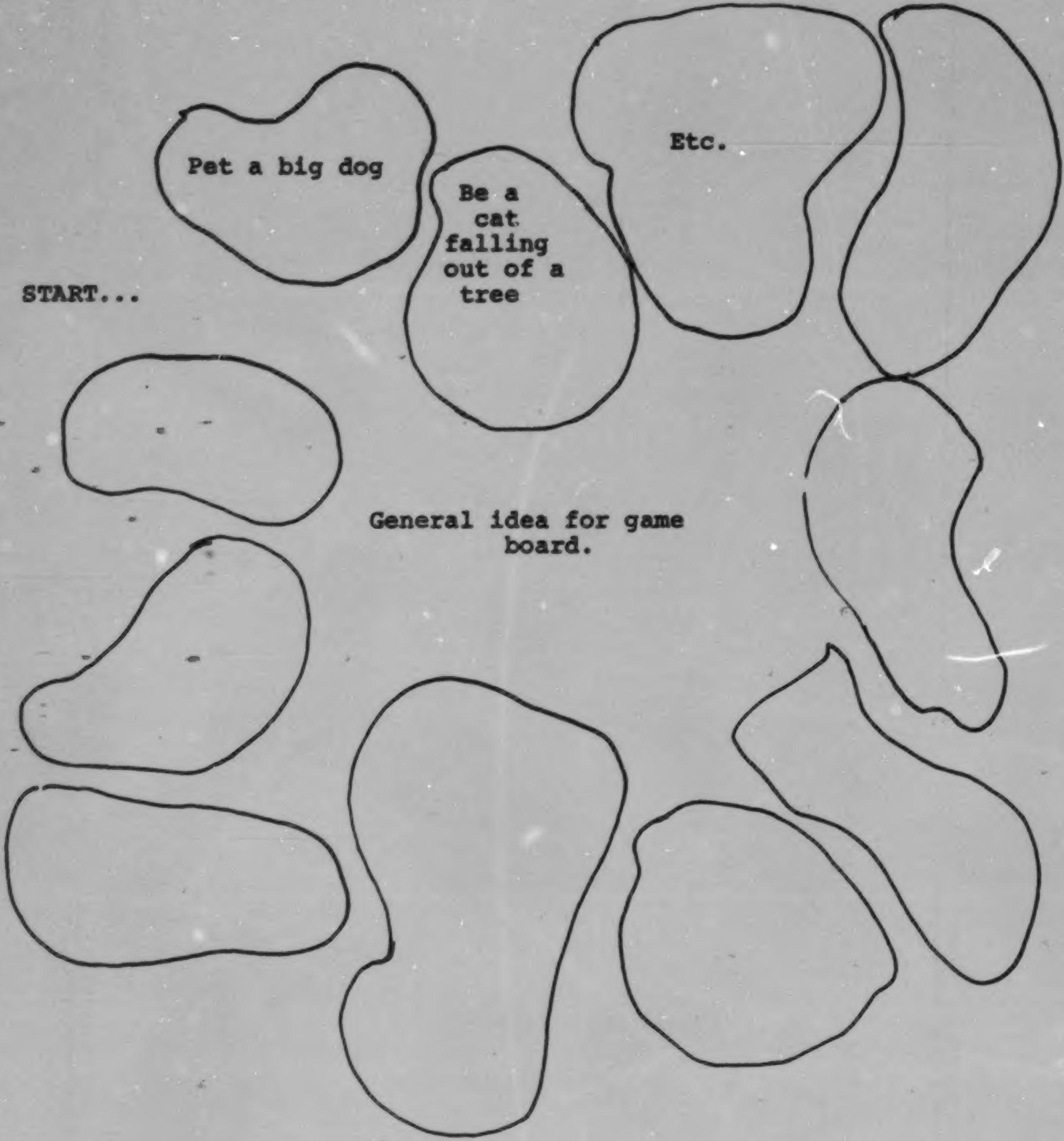
Each child will role play the experience upon which he lands. The counselor should stress that the major purpose of the role playing is to express their feelings. Similarities and differences may be discussed. Everyone is a winner.

Stepping Stone Ideas (may be illustrated):
(minimum of 30...)

Wash dishes
Walk like you are taking home an "A" paper
Eat chocolate cake
Find a spider on your arm
Go back four stones - how do you feel?
A dark night with lightning - how do you feel?
You are a new student. Someone smiles at you.
You are called to the principal's office
You are called to the guidance office
You are invited to a party
Walk like you are a duck
Walk like you are a big man
Walk like you are a little girl
You have eaten too much candy
Be a cat falling out of a tree

"STEP THRU FEELINGS" - continued

Act like a hungry baby
Go forward three stones - how do you feel?
No school today - how do you feel?
Your teacher says "Take out your pencil". How do you feel?
Pet a big dog


START...
Pet a big dog
Be a cat falling out of a tree
Etc.

General idea for game board.

GRADE LEVEL

5 - 8

Deborah Rankin Grade Level: 5

"WHO IS RESPONSIBLE?"

Objective:

To recognize responsible behavior in ten descriptive incidents in the unit and be able to apply this behavior to other incidents.

Materials:

Ditto sheets of the book pages.
Construction paper for the cover.
Stapler

Procedure:

Discuss what responsible and irresponsible means.

Make a book on responsibility. The book will contain 4 chapters. One chapter will be done in each session. We will work on the book as a class. There will be some activities of interest to all the children including reading, discussing, drawing, and writing.

Follow-up Activities:

Emphasize activities in the classroom that show responsibility.

Give out responsible for the day badges after the second session. They give the wearer the responsibility for being in charge of something for that day - books, paper, balls, etc. At the end of the day have the children vote to see if he was responsible.

THE PERMISSION SLIP

Mrs. Hanson and her third year class were busy discussing their coming field trip. All the teachers of third year children of Oak Lawn Elementary School had planned this trip. Arrangements were all made for the 118 third year students to visit the Seaquarium on Key Biscayne.

The next step in preparing for the field trip was the permission slip. Mrs. Hanson passed out a permission slip to each of her boys and girls. Now it was to be taken home, signed by mothers and fathers, and returned to school.

Who is responsible for the correct use of the slip now? ____________________

Who can help this person? ______________

____

How? ______________________________________

____

The next day 18 of the 26 students in Mrs. Hanson's class returned their slips. They were eager to go on the trip.

Jeanne said, "I gave my slip right to Mother when she met me at the bus stop. She signed it as soon as we got home. Then I put it in my notebook so I wouldn't forget it."

Do you think Jeanne showed responsibility in handling her slip?

____

Why, or why not? ______________________

____

Carl spoke up, "I put my slip in my pocket when I left school and forgot it until bedtime. Then I had to get it signed this morning. But I have it here now".

Who do you think showed more responsibility? Jeanne? Carl?

Ricky added with a laugh, "I forgot about mine. Mother found it in my lunch box and signed it. If she hadn't given it to me when she let me out of the car this morning I wouldn't be going, I guess".

How would you rank Ricky, Carl, and Jeanne for their sense of responsibility?

1. ______________________
2. ______________________
3. ______________________

Four days went by and all but one child in Mrs. Hanson's class had returned their permission slips for the field trip. Every morning when Mrs. Hanson asked Alice for her slip, Alice would laugh and say, "I forgot it again! I don't think Mother has signed it. I don't even know where it is".

Is Alice being very responsible?

____

How can you tell? ____________________

____

____

If Alice doesn't find her slip, get it signed, and returned by Friday she won't be able to go to the Seaquarium.

Who will be responsible if Alice misses the trip?

____

____

THE FIELD TRIP

The day of the trip finally arrived. It was sunny and warm. Alice had gotten another permission slip from Mrs. Hanson to replace the first one she had lost, so she was going too.

All the children excitedly loaded the three buses waiting outside the school.

"Now remember", Mrs. Hanson told her group, "Stay with your partner in your group at all times. And while we're on the bus, please stay seated".

After riding for a while the children began to get excited. Dick had to be reminded three times to sit down. All of a sudden the bus had to slow down quickly because of traffic. Dick was standing again. He slipped and bumped his arm on the seat back.

Do you know who was really responsible for Dick's arm being hurt?

____

Why should Dick have known better?

____

____

In about 30 minutes everyone arrived at the Seaquarium. Mrs. Hanson bought tickets for all the children, and small groups, with their leaders, got ready to see the first show.

It was a fun afternoon! There were many things to see. Jeanne liked the trained seals. Ricky was interested in the dolphins. Dick liked the land turtles best.

When it was time to get back on the buses for Oak Lawn School, Mrs. Hanson found that Jill and Terry were missing from her group. Alice said, "I saw them go into the snack bar when we all walked by. They said they wanted some candy".

Do you think Jill and Terry were behaving in a responsible way?

____

What would happen if they got lost by straying from their group?

____

____

After Jill and Terry were found everyone rode back to school.

WALKING HOME FROM SCHOOL

Later, walking home from the school bus stop with Frank, Tom said, "I sure did have fun today! Did you see how those sharks zipped through the water? Just like this!"

And without looking for traffic, Tom ran down the walk and off the curb into the street. Jeff Clay, riding his bicycle down Elm Street, nearly lost his balance trying to avoid hitting Tom as he ran into the street. When Tom realized that he had nearly caused an accident he felt his face beginning to grow warm.

Do you know why? ____________________
____

How was Tom responsible? ______________
____

Frank left Tom at his house and ran up the street to his own door. "Hi, Mom! I'm back!" and he told his Mother all about his great day.

TAKING CARE OF FREDDIE

"Frank", said his Mother, "I need some time to get supper ready. Would you please take Freddie to your room and watch him for a little while? He might get hurt in the kitchen".

Frank was pretty tired after his field trip, but he wanted to help his Mother.

"Okay, Mom. C'mon Freddie. Let's go to my room and play while Mom gets supper". Freddie, who was two years old, toddled off with Frank.

When they reached the bedroom Frank picked up his new library book and began to read. He forgot about Freddie who became interested in Frank's airplane models. Suddenly there was a loud crash! Freddie had pulled down Frank's new plane, which lay broken on the floor.

Frank started to yell at Freddie. "You brat ---" and then he stopped. It had been his job to watch Freddie who was too little to know the plane would break. Freddie began to cry. Then Frank realized he was angry with Freddie, but he knew he should have stayed with Freddie and not gotten so interested in his library book. He patted Freddie, then sadly picked up the pieces of his plane.

He knew he had not been very ______________________.

BEDTIME

At the dinner table Frank told his Dad about his exciting day. Then he helped his Mom clear the table and do up the dishes. It had been a long day, and he was excited and tired.

"Mom", he said, "May I get an aspirin to help me relax?"

"Popping a pill is an easy out, Frank. There are better ways to relax than to depend on a pill like aspirin. Why don't you take a warm bath -- I'll get down your four boats, and you can play a while in the tub before you get ready for bed".

What a great idea that was! Frank splashed in the tub, sailed his boats into mountains of suds, and felt wonderful when he finally rinsed off, got out and dried himself.

He put on his pajamas, told his Mother and Dad goodnight, and crawled into bed. As he drifted off to sleep he felt pretty good about himself. It had been a good day!

> Here is a hard question: Why was Frank more responsible to relax with a warm bath than an aspirin tablet?

Reference:

Dimensions of Personality, *I Am Not Alone*, Pflaum/Standard,
38 West 5th Street, Dayton, Ohio 45402

Deborah Rankin Grade Level: 5-6

"READY TO RIDE"

Objective:

To recognize and identify the different roles that are played in a group.

Materials:

The play Ready to Ride
3 x 5 index cards with the words leader, supporter, non-supporter, interruptor, and non-verbal communicator.
3 x 5 index cards with problem situations that are open ended.

Procedure:

Do the play Ready to Ride.

Do talking about Ready to Ride together.

Discuss words: leader, supporter, non-supporter, interruptor, and non-verbal communicator.

End the first session here.

Present a fishbowl discussion.

Place five children in the outer circle. Give each of them a card, one for leader, supporter, non-supporter, interruptor, and non-verbal communicator. It will be their task to identify who in the inner circle played the role of the card they held.

Present the inner circle with a problem card.

The problem card can be anything that you want to discuss. I might suggest that you present different problems so that one role does not become labeled as good or bad. For example, in the first few problems the non-supporter can be the dissentor who cannot get together with the group so that the group can not accomplish its goal. But then present a situation where the non-supporter is in a positive light. For example, the entire group thinks it would be the thing to do to smoke pot because the leader of the group thinks it's great. The non-supporter would not think so.
Use the fishbowl rules that no one outside the inner circle can talk.
A time limit on problem discussion should also be set.

Follow-up Activities:

Discuss the role that someone is playing in a class discussion. Use the fishbowl method to solve a problem that comes up in your room.

READY TO RIDE

Scene: The roof of a new apartment house. Peter and Billy are looking toward a large county park five miles away. They do not know that Lois and Nan are sitting behind an air duct and can hear everything they say. All four children have recently moved into the building.

BILLY: Boy! You can see all over from up here.

PETER: Yeah. Look at Sellman's Woods. It's really a big patch of green.

BILLY: I'll bet you could get lost in there.

PETER: I don't think so. I hear it's full of riding trails. There's a stable there and you can rent horses by the hour.

BILLY: Neat!

PETER: Hey! Wouldn't it be great if we could go horseback riding?

BILLY: Yeah.

PETER: It would cost too much though. They really charge you for a horse... I sure wish there was some way we could go horseback riding.

LOIS (from behind air duct): I go whenever I want. (Giggles)

PETER: Who's that?

BILLY: Just some dumb girl. Name's Lois. She lives on my floor.

PETER: Girls never know what they're talking about.

LOIS (coming out of hiding, followed by Nan): I do so. My father happens to run that stable. They're not always busy during the week, and I have to go over and ride the horses so they get exercise.

PETER: Free?

LOIS: Sure. I change horses about every hour. Even so, I never get them all exercised.

BILLY: You're lucky.

LOIS: It gets tiresome by yourself.

PETER: Look, Lois. Could Billy and I go with you sometime? We'd like to help.

LOIS: Well, it would be fun to have company. I'd have to ask my dad, but I think it would be all right. What do you say, Nan?

NAN: I'm not going. Who wants to ride a smelly old horse!

LOIS: Come on, Nan. If you don't go, the whole thing is off. I'm not going riding with two boys.

BILLY: Yeah, Nan. Don't spoil everybody's fun.

LOIS: You'd like it at Sellman's Woods, Nan. It's really pretty. The lake would be a perfect spot for a picnic.

NAN: Well, maybe... Could I be in charge of the picnic? I'd make brownies and fix some sandwiches.

LOIS: Nan's a good cook. The lunch would be terrific.

PETER: Billy and I could get the pop. Maybe we'd better use the thermos if we have to ride to the lake.

BILLY: Yeah. It would be hard to carry a cooler on horseback.

PETER: Lois, will you talk to your dad and see when we could go?

LOIS: I'll call him right away. I think tomorrow will be all right though.

PETER: Okay, we'd all better get busy. Billy and I will have to get the drinks ready, and Nan will probably have to start on those brownies.

NAN: And get some lettuce and stuff for the sandwiches. I'm going to be busy tonight.

PETER: Suppose we all meet back here in 15 minutes. That will give Lois time to call her dad, and the rest of us can ask our moms if it's okay to go.

LOIS: This is going to be fun. I'm really glad I cut in when I heard you two guys talking.

Talking about Ready to Ride

1. The first group in Ready to Ride includes Peter and Billy. When group members agree on something they want to do, that thing is called a goal. What goal does this group (Peter and Billy) have?

   ____

   Do they know how to reach that goal? ____________________

2. The members of this group (Peter and Billy) share a certain attitude. They agree that girls are "dumb". If most members of a group have the same attitude, the attitude is called a group norm. Why do Peter and Billy admit Lois to their group even though she is a girl?

   ____

3. What did Peter and Billy change when they admitted Lois, the group goal or the group norm?

   ____

4. From what you know of Nan, do you think the boys would be eager to have her in a group? Why or why not?

   ____

   ____

5. Members usually have a special part to play in their group. Sometimes they do not even realize what these parts are. Most groups have a leader -- someone who is able to see what the group wants to do and is able to help them plan. Groups usually have one or more supporters. These are the people who agree with group decisions and make the group feel good about itself. Many groups include a non-supporter, someone who does not agree with everything the group decides. Who plays these roles in Ready to Ride?

   leader: ____________________ supporter: ____________________

   non-supporter: ____________________

6. Most people belong to a group because they get something out of it. The feeling of belonging is in itself sometimes enough of a reason for joining a group. But often there are other attractions. What reason does each of the following have for belonging to the group of horseback riders?

   Peter ____________________

   Billy ____________________

   Lois ____________________

   Nan ____________________

7. A group can put pressure on one or more of its members to make them go along with the majority. Who receives pressure in our play? Find three speeches that show this pressure.

   1. ______________________________

   2. ______________________________

   3. ______________________________

Reference:

Dimensions of Personality, I'm Not Alone, Ch. 13 #6c, Geo. A. Pflaum, Publisher, 1970

Carol Payne Grade Level: 5-6

"MAGIC BOX"

Objective:

To realize our make-up consists of more areas than just our physical appearance.

Materials:

Small box, pieces of paper, pencils or pens

Procedure:

Explain that today we are going to play a game to see if you can describe yourself in three areas so someone else can recognize you.

The three areas are:

emotional
intellectual
social

Explain these three areas:

Example: intellectually -- some people are good or smart in certain subjects and not so bright in other subjects or abilities.
"I like to work with my hands but I dislike geography."

Have each student place his slip in the box.

Then randomly pass the completed sheets out to the students.

The students get three chances to guess whose paper he has.

Some classes have kept score to see how well the class was able to describe themselves without giving physical clues.

Follow-up Activity:

Have a student describe positively one of his classmates and see who guesses the individual being described. The student may describe himself. The one that guesses correctly gets to describe the next person.

Carol Payne Grade Level: 5-6

"PHONEBOOK JOBS"

Objective:

To expand student's knowledge in the use of the yellow pages of a phonebook and career awareness to the many varied occupations in one's own locale.

Materials:

Old phonebooks

Procedure:

Discuss with the students the different methods of listings: Example: If you have a broken arm who would you call? Yes, a doctor. Is it listed under doctor? (Doctors are listed under physicians.)

Following the explanation the students are to make up a riddle in regards to a career or job; the first student that is able to find in the yellow pages a person or business that would answer the riddle, that student gets to present his riddle next.

Example of some riddles:

I have a car that has been in an accident and needs the fender fixed. Who do I call?

My hair is too long and I want to have it cut. Who could I call? (Answers may vary on this according to sex of the student.)

There are bugs in my house. I'll call ?

I need a ride to the bank. I think I'll call a _________?

Ann McLaughlin Grade Level: 5-6

"NO TALKING"

Objective:

To become more aware of non-verbal communication.

Materials:

None

Procedure:

Ask a group of 8 to 16 students to form a circle. Talk about communication non-verbally. See how many ways students can think of what they communicate non-verbally. Example: walk, shrug, quick movements of eyes, tense body, etc. When you are convinced that they understand the concept of non-verbal communication, explain that often we say one thing verbally and a different thing non-verbally that cancels out the verbal expression. Our non-verbal expressions are usually more honest than our words and often there is a large discrepancy between the two.

Now have the students find partners and sit facing each other. Say, "I want you to deliberately cancel everything you say with a non-verbal disqualification. Whatever you say, cancel its meaning with a gesture, facial expression, tone of voice, laughter, or some other non-verbal behavior. Be aware of how you feel as you do this, and exactly what you and your partner do that cancels your verbal messages. Take turns doing this with your partner for about five minutes.

Now sit quietly for a little while to absorb your experiences.
How did you and your partner cancel your messages?
Do you recognize any of these ways of cancelling as things you have done before?
How did you feel during this message-cancelling?
What else did you notice during this?
Now take a few minutes to tell each other what you experienced during this experiment.

Then discuss the experiment as a whole group -- let anyone who is willing share. No one has to share.

Choose a different partner and sit facing each other.
Non-verbally decide on an activity to do together.
Allow this to continue until most of the groups are invloved in an activity, then ask them to stop and discuss this experiment between themselves.

"NO TALKING" - continued

Change again to a new partner and become aware of who is taller. Decide who is the tallest in each couple and have the taller person raise his hand. When all the groups have decided who is tallest, have them talk quietly with their partner for a minute. After a minute say "FREEZE....Don't move! Stay in whatever position you were in when I told you to freeze. Take a minute to be aware of your own position and what it expresses, and also be aware of your partner's position and what it seems to express.

Now I want the taller person to stay frozen, while the shorter one mirrors his frozen posture. As you copy his posture, be aware of how your body feels in this position. Close your eyes briefly and feel what your body is like in this position. What does this posture express? Now stay in this position and share your awareness and impressions. Tell him what you notice about his posture as you copy it and get into the feel of it, and find out what he is aware of in himself, and as he sees you mirroring him.

Reference:

Stevens, John O., Awareness: Exploring, Experimenting, Experiencing. Real People Press, P. O. Box 542, Lafayette, California 94549, pp. 115-120.

Ann McLaughlin Grade Level: 5-6

"AWARENESS"

Objective:

To be aware of the energy used in anxiety and worry about the past and the future.

Materials:

None

Procedure:

Have a group of 8 to 15 students find a comfortable position -- sitting in chairs or on the floor. No one should be touching anyone else.

Begin by asking them to not touch each other during this experience. "Listen to your breathing -- breathe deeply and very slowly -- expel the air -- let your breathing become natural and relaxed -- now become aware of how you are sitting or lying -- move any part of you that is not comfortable." Continue until the group relaxes and settles down.

Then say, "Close your eyes, and keep them closed until I ask you to open them. In about three minutes I am going to call on one of you to stand up and tell this group of strangers about yourself honestly and in some detail. Between now and then I want you to imagine that you are the one that I will call upon. I'm giving you a chance to rehearse and decide what you will say. Actually imagine yourself standing in front of the group facing the people here. What will you say about yourself? Now get in touch with your physical existence. What is going on in your body? What tension, nervousness, or excitement do you feel?"

"Now stay in touch with your physical existence and notice any changes that occur as I tell you that I am not going to ask anyone to stand up and tell the group about himself. Be aware of what happens in your body now. O.K. Open your eyes."

Then explain in your own words the following - using an illustration applicable to your group.

"Now I want to give you some words which may be useful to you in understanding this experience. I deliberately threatened you with a situation in the future. I asked you to jump into the future and prepare for this task of telling the group about yourself. Your energy and excitement increases in order to meet this challenge, and you feel some symptoms -- your heart beating faster and certain muscles tensing or trembling. If the task were actually present here, all your excitement could flow into activity -- moving your body, speaking, gesturing, etc. But since the challenge is in the future, all your excitement has nothing to do, so it piles up and you experience what is called anxiety or stage fright. You will also get this experience if the task is actually present and waiting for you, but you don't dare attempt it yet, so you are still rehearsing for the future. Most of you probably not only rehearse for the task itself, but in addition imagine all kinds of failure and dreadful consequences. As you become more excited and agitated about these awful catastrophies that only exist in your imagination, your being upset will interfere with the task itself and may even bring about the failure that you fear. I want you to realize that this kind of difficulty occurs when you leave the now of ongoing reality and jump into the imaginary future which doesn't exist.

There is a story that illustrates the waste of this involvement with the future. A young man has just made a date with an attractive girl for this evening. It is now noon, and tomorrow morning he has a very important exam that he has to study for. So what happens? All afternoon, his mind is so occupied with thinking about the date this evening, that he can't study. Then in the evening when he is with the girl, he is so worried about the exam next morning that he can't enjoy being with the girl! I'm sure you can recognize yourself in this story. Any preoccupation with the future reduces your contact with what exists now, and may wipe it out completely.

"Remembering" or thinking about the "past" does the same thing. Almost all remembering is useless fantasy activity: basking in sentimental replays, thinking about events you wish had gone differently, rehearsing other ways you could have acted, torturing yourself for the actual outcome, etc. None of this can be of any use to you, yet most of your energy is bound up in these fantasies so that you can't experience anything or do anything now.

Now have your group form a circle and share the feelings they had during this activity:
When you said you would call on them -- what did they feel... where...how...what changes were there when you said you would not call on them? ...etc. Was this worry of use to them? Ask for personal experiences when this happened. Was it about the future or the past?

Close by reviewing as in "Magic Circle". (A quick review of something each had shared.)

Reference:

Stevens, John O., Awareness: Exploring, Experimenting, Experiencing. Real People Press, P. O. Box 542, Lafayette, California 94549, pp. 201-203.

Carol Payne Grade Level: 5-6

"TARGET INFLUENCES"

Objectives:

To expand the students awareness of the people that influence them in their lives.

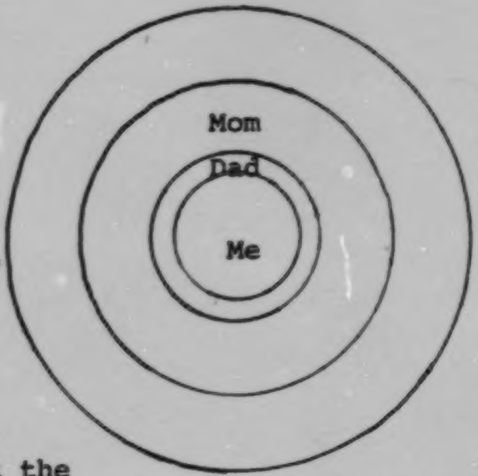
Materials:

Paper (any kind of plain paper)
Chalkboard

Procedure:

Discuss with the students some of the influences which affected us. Words and sayings (cool, man, hang-in-there, bread, etc.), fads (long hair, bell bottoms, etc.), and people. This activity will give each of us a chance to consider how we are influenced by different people.

Have the students draw a target consisting of nine circles. Now in each circle place the people who have an influence on you. The center of the circle is the person with the greatest influence and as you place the names in the other circles these people will have less and less influence. Examples of people may be: mom, dad, aunt, uncle, grandparents, brothers, sisters, friends, etc. An example of a student's target may be:



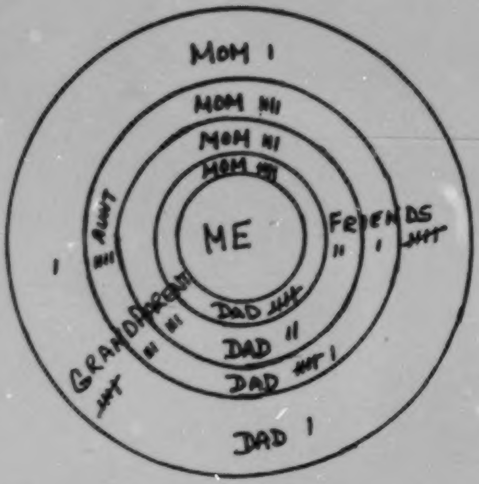
Give the students adequate time to complete.

The students are to decide between mother and father which comes first in the influence order . . . (this does not mean they love one more than the other)... they should not lump them into groups such as: parents, friends, relatives, but rather name specific people.

On the chalkboard the counselor will summarize individual targets starting at the first circle. Example: mother - "How many placed their mother in the first circle?" (show the number...) "How many placed their mother in the second circle?" "and third, etc." "Who placed someone else in their first circle?"

"TARGET INFLUENCES" - continued

Then move to the remaining circles for other people. Although the students have been specific, the counselor will need to use categories. Example:



Conclusion:

After all the circles have been accounted for circle where the majority of the students found similar people having influence on them. Example above: Dad's influences fell in the third circle.

The conclusion should be that we are all individuals but similar people at various times in our lives affect us in similar and different ways. Ask them if they could foresee how these influences might change as they grow older. Discuss this aspect of influence.

Reference:

S.R.A., Focus on Self-Development Kit, 259 East Erie Street, Chicago, Illinois 60611.

Caroline Fenderson Grade Level: 5-6

"HOW TIED DOWN ARE YOU?"

Objectives:

To help children develop responsibility for their behavior by helping them become more aware of how their past behavior can help or hinder their chances of being hired for future jobs.

Materials:

String, scissors, pins, five 5 x 8" signs with one of the following titles on each: teacher, principal, friend, boss, judge.

Procedure:

Select a vlounteer to come up in front of the class and ask him or her to describe a job which they might like in the future. Write it on the blackboard, making two columns underneath it, labeling one Skills, the other Characteristics. Encourage the class to help identify skills and characteristics which an employer would look for in hiring someone for this job. Remind the students that each day that goes by, they have opportunities to develop the skills and characteristics that can help them get the kind of jobs they want. What they do now can do a lot to help or hinder them later on. This can be concretely demonstrated as follows:

Ask another volunteer to come up front. Pin the sign with the "teacher" title on him or her. Cut a 3 or 4 foot piece of string and tie one end to the volunteer job applicant's wrist, and the other to the "teacher's" wrist. Tell the class that you have tied the string to them, rather than letting them hold it, because it represents the relationship between the two people which is a fact, and which can't be wiped out or let go. It can change in the future, but what has happened cannot be changed. Tell the class that the employer asks the student to get a reference from his teacher. (Discuss reference letters and other ways of gathering information on prospective employees if it would help the discussion.) Analyze with the class what previous behaviors could make the teacher want to help him get the job.

Repeat the process for each of the following reference categories: principal, friend, previous or current boss, judge. Tie the string between each reference person and the applicant's body (other wrist, ankles, etc.) wrapping the judge's string around the applicant's neck. At this point, discuss how police records can really tie them down, because after age 18, records can no longer be erased, and they indicate to many employers that a person may not be responsible or trustworthy. These records can, in fact, literally hang you.

Then discuss how this job applicant might loosen some of the strings that may be tying him down. Anyone at any-time can choose to change his behavior. If teachers, principals, friends and bosses can experience a change in behavior that they feel is sincere, they may want to do more to help the applicant get the job and tie him down less. Even good behavior while in prison can help loosen the bonds of a prison record by shortening the sentence and encouraging people to help the prisoner get another chance at life. We can choose whether or not other people tie us down or help us.

Caroline Fenderson Grade Level: 5-6

"DEALING WITH TEST ANXIETY"

Objective:

To help students become aware of the effect test anxiety has on them and how to deal with it.

Materials:

A copy of the following test for each student.

Procedure:

Tell the class you are going to give them a test, that there will be nothing on it they can't do, but that it is very important that they try hard to do well.

Write some of the more difficult words on the test on the board to be sure they will be recognized and understood.

Ask the students to get out their pencils, pass out the tests and have them remain face down on the students' desks until given instructions to begin.

Tell the students that they are to say nothing to anyone when they finish so as not to disturb anyone else, but if they do get through, just to turn their paper over and put down their pencil.

Look at the clock and say "begin" to start the test. Answer questions if children raise their hands. When most children are at least 2/3 through, call time and process the experience as follows:

Ask if anyone has only their name printed on the top line. Discuss why this can be the only right response to the whole test. Ask how many missed it. Talk about how their anxiety about taking a test caused them to miss the message and "fail the test", even though they were asked nothing they didn't know. Talk about how this can be even worse when they face questions about things they may have forgotten or think they don't know, making it harder for them to remember or think something through for themselves.

Talk about how a certain amount of anxiety is really a help, but too much is a hinderance. Compare a test to a track race. If the runner is not concerned about the race (or test) he may not practice, will not be ready to start as quickly, etc.; and if he is too concerned, he can practice too hard, get cramps in his legs, etc. So you have to be anxious enough to get ready, to gear yourself up to do a good job, but not so much you can't do what you have learned. We can reduce anxiety by learning how to relax our bodies and minds.

"**DEALING WITH TEST ANXIETY**" - continued

Help the children learn and practice a simple relaxation technique and an affirmation they can say to reduce test anxiety if they need to. It can be done so no one even knows you are doing it.

Have them take 3 slow deep breaths and say "I'm O.K." after each one.

For greater relaxation, they can be taught the step by step relaxation described in "Power Through Fantasy", session III, doing it sitting in their chairs rather than lying on the floor. This can be done in addition to the breathing and affirmation.

If we can learn how to have the right amount of concern about tests, we can give ourselves the best chance of becoming who we really are.

Name____________________________

Date____________________________

TEST ON FOLLOWING DIRECTIONS

1. Read carefully all of the following directions before doing anything.

2. Print your name, last name first, on the top line following the word, "Name".

3. Draw a circle around the word "all" in direction number 1.

4. Underline the word "name" in direction number 2.

5. In direction number 4, draw a circle around the word, "underline", and in sentence number 1, cross out the word, "anything".

6. Now, draw a circle around the title of this test.

7. Circle the numbers of sentences 1, 2, 3, 4, and 5, and put an "X" over number 6.

8. In sentence number 7, circle the even numbers, and underline the odd numbers. Put a circle around the number 4 in the fifth sentence.

9. Write "I can follow directions" above the title of this test. Start directly above the word "TEST".

10. Underline the sentence you have just written.

11. Draw a square about ½ inch to the side of the upper left hand corner of this paper. Draw a circle around the square.

12. Cross out the numbers 8 through 12. Now circle the same numbers.

13. Put an "X" in the square inside the circle in the upper left hand corner.

14. In the space under the last direction on this paper, copy neatly, in writing, direction number 1.

15. Now that you have read all of the directions as stated in direction number one, follow direction number two only. Do not follow any of the other directions. Omit them entirely.

16. Please do not give this test away by any comment or exclamation. If you have read this far, just pretend that you are still writing. Let's see how many people really follow directions correctly.

Used in EDF 611 class at the University of South Florida. Source Unknown.

Caroline Fenderson,
Ann McLaughlin

Grade Level: 5-6

"WHAT IS IT TO BE MASCULINE OR FEMININE?"

Objectives:

To help students clarify and develop their own feminity/masculinity roles through awareness of:

1. How we learn masculinity/feminity from exposure to adult models in the family, school, literature, on T.V., etc.
2. Our ability to make our own decisions about our personal masculine/feminine role.
3. Our own feelings concerning masculine/feminine roles.
4. The increasing career choices open to both men and women today.

Following are the materials needed and procedures to follow for six suggested sessions for classroom or small groups.

Session I

Materials:

One copy of "Adjectives List" for each student (see end of session).
Paper and pencils for each small group.
Recording, "Marlo Thomas and Friends, Free To Be You and Me", Bell Records, 1776 Broadway, New York, N.Y. 10019.

Procedures:

Ask each student to check the 5 adjectives that most describe him (her).

Then divide the students into groups of 3 to 5. (The groups can be mixed or same sex.) Give each group a sheet of paper and ask them to select one member to make a chart with three columns headed "feminine", "masculine" and "human", respectively. Ask them to decide by vote which of the 3 columns they want to write each adjective in, and then to enter it on the sheet. If the members of a group cannot agree, the minority members can check the adjective and state their disagreement to the other groups later.

Ask the groups to compare their listings and discuss those adjectives on which they differed or found difficult to decide on. Note any differences or similarities between how girls and boys responded if you can.

Suggest that they refer to the adjectives they checked that most described themselves and compare them to how the groups divided them into the three columns. Tell the students that if some of the boys have checked words the groups felt to be "feminine", or the girls checked "masculine" ones, it is all right, because our ideas about both these sex roles are changing, and each of us has degrees of both qualities.

Play and discuss one or both of the following songs: "It's All Right To Cry" (sung by a football player), "Boy Meets Girl" on Marlo Thomas' record "Free To Be You and Me".

ADJECTIVE LIST

moody
mean
touchy
silly
guilt
brain
babyish
sympathetic
weepy
hysterical
handsome
graceful
bully
neat
pushy
mysterious
messy
shy
motherly
fatherly
athletic
beautiful
clumsy
talkative

Alternate or Accompanying Activity:

The following "Activity List" can be used instead of or in addition to the above.

ACTIVITY LIST

swimming
picking up
horseback riding
gossiping
cooking
selling papers
crying
flirting
motorcycle riding
doing dishes
talking on the phone
baby sitting
hunting
looking in the mirror
blushing
sweating
climbing a tree
knitting
fighting
making models
grocery shopping
chewing tobacco
having ears pierced
sewing on buttons

Session II

Materials:

Pencils and paper.

Procedure:

Ask each student to enter an "M" if he is a boy, or an "F" if she's a girl on the top of a sheet of paper, and to respond to the following statements:

1. Write 5 feelings.
2. Write 5 things you did today.
3. Write 5 wishes for tomorrow.

Collect the papers. Choose several from each sex and write the responses on the blackboard for each list separately, keeping the sex of the writer a secret. (If you ask students to write them on the board, find a way to keep the author's sexual identity secret from the student helpers, and request that the authors keep their identity from the whole class.) Divide the class into same-sex groups of 4 to 6, and ask each group to select a recorder. Ask each group to respond to the following questions and to be ready to report to the class:

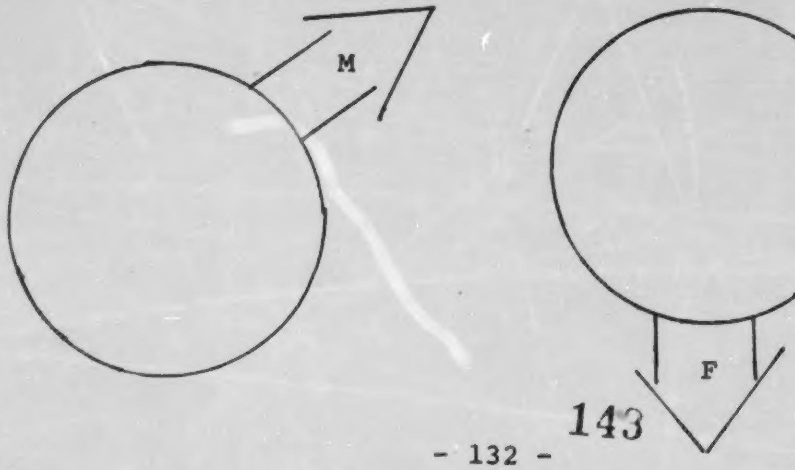
1. Was the list written by a boy or girl?
2. What are his/her interests?
3. Does he/she like to be alone or with other people most of the time?

Help the recorders to share their group's answers with the class. Ask the class if they feel there were any differences in the way the girls' and boys' groups responded and why. After the discussion reveal the sexual identity of the writer. If the authors wish to be known, they can reveal their identity then.

Session III

Materials:

Magazines, scissors, glue, 2 large poster boards cut in the shapes below for each group (or 2 for the whole class).



Procedure:

Divide the class into groups of 4 to 6 students, and let them cut out ads which make statements about masculinity and/or femininity. Ask them to discuss what they like or dislike about what the ads say. Let them paste the ads that say things they like about masculinity on the male sex symbol shaped poster board, and the female ones they like on the other board. Have them keep the ads they don't like in a pile. Ask the groups to share both their posters and their piles, giving their reasons for liking or disliking the ads. Hang the posters up in the room on display.

Note: Same-sex groups can be used and the differences and similarities of their responses noted.

Session IV

Materials:

3 x 5 card for each student, or piece of paper, and pencil.

Procedure:

Ask each student to describe a time when he/she really felt like a boy/girl, and to sign it. Collect the cards and select some to read to the class without revealing who wrote them. On the board, under the two headings, masculine and feminine, write down key words or sentences used in each description under the appropriate column. Note range of response, differences, similarities.

Compare traits and activities listed to what are listed as masculine/feminine traits and/or activities in the dictionary.

Discuss where we get our personal ideas of what is masculine or feminine (such as parents and other adult models, ads, T.V., literature, music, church, etc.)

Ask, too:

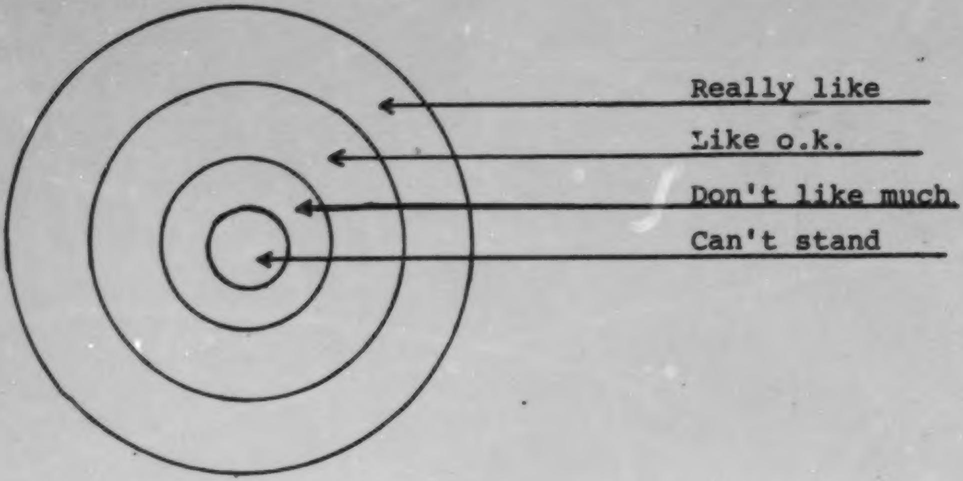
1. Are boys or girls apt to be more violent and start fights?
2. Are you born this way or do you learn this from adults you live with, see on T.V., or read about?

"WHAT IS IT TO BE MASCULINE OR FEMININE?" - continued

Session V

Materials:

3 pink female sex-symbol markers for girls.
3 blue male sex-symbol markers for boys.
Value-Choice Wheel made as follows:



Paint in different colors 4 decreasingly smaller concentric circles on a light weight board (cork, wall board, etc.) soft enough for tacks. For a whole classroom, stand it on the blackboard tray; for a small group place it on a table. Make felt markers in the shape of the sex symbols in the above suggested colors. Have students use tacks to place markers on the board if standing, or simply lay them on.

Procedure:

Each student will place his/her marker on the values wheel to indicate his response to the statements below. Have students share why they placed their marker as they did after each statement:

1. I am a boy and my name is Carroll.
   I am a girl and my name is Stevie.

   Optional additional activity: play and discuss the recording by Johnny Cash, "A Boy Named Sue".

2. I got in trouble at school today. It was my fault and I got so mad at myself I cried in front of the whole class.

   Optional additional activity: play and discuss Rosey Grier's song, "It's All Right To Cry" on the album, "Free To Be You And Me".

3. I'm a boy and my job is to make the salad for dinner each night.
   I'm a girl and my job is to mow the lawn on Saturday.

4. I'm a boy and the kids call me a sissy.
   I'm a girl and the kids call me a tomboy.

5. ...Make more of your own to fit the special needs of your group.

If there is a difference between the responses of the boys and girls help them explore why.

Session VI

Materials:

List of the following careers on the blackboard or duplicated for each student.

telephone operator
scuba diver
nurse
taxi driver
costume designer
baseball player
jockey
T.V. news commentator
disc jockey
surgeon
roofer
potter
manicurist
road construction crew
teacher
cook
artist
hair dresser
pilot
rabbi/minister
police
mechanic
race car driver
carpenter
barber
flight attendants

Procedure:

Each student can research one or more male/female career roles through any of the activities below. Note: in all of the above careers, women as well as men are now active.

1. Tape or report on a personal interview with someone in a career historically held by the opposite sex.

2. Collect pictures of men and/or women in career historically held by the opposite sex. They can be presented in scrapbook, montage, or other form.

"WHAT IS IT TO BE MASCULINE OR FEMININE?" - continued

3. Research and report on a career that interests you that has been historically held by the opposite sex.

Alternate or Accompanying Activity:

Give each student a copy of the following activity to complete and discuss their feelings and reactions with the class.

PHASING IN "MS. BUSBOY" AND MR. MAID"?
NOT EXACTLY. BUT SEXIST JOB TITLES
ARE BEING QUESTIONED.

Would a woman apply for a job as a foreman, salesman, or credit man? Would a man apply for a job as a laundress, maid, or airline stewardess? Probably not. Unless these job titles were changed to eliminate sex stereotypes.

That's just what the U.S. Census Bureau has done to 52 job titles in its Occupational Classification System. The aim is to eliminate the idea of so-called "men's jobs" and "women's jobs".

See if you can match each old job title on the left below with its new title on the right.

1. foreman
2. maid (household)
3. busboy
4. airline stewardess
5. fireman
6. clergyman
7. policeman
8. laundress
9. forgeman and hammerman
10. shoe repairman
11. structural metal craftsman
12. deliveryman
13. fisherman
14. longshoreman
15. warehouseman

A. waiters' assistant
B. fire fighter
C. clergy
D. warehouse laborer
E. delivery worker
F. forge and hammer operators
G. longshore worker
H. fisher
I. private household cleaner
J. police
K. blue collar worker supervisor
L. Launderer
M. structural metal worker
N. flight attendant
O. shoe repairer

Eunice Burgess,
Caroline Fenderson

Grade Level: 5-8

"ABOUT ME BOOK"

Objectives:

For individuals to understand the uniqueness of self.

For individuals to understand how family, school, peer group, church, community and work experience influence them.

For individuals to begin to relate their interests, abilities and life style to career opportunities in the world of work.

Materials:

Paper and pencils
Construction paper
Crayons
Brads/staples

Procedures:

Tell students that over the next few weeks each of them will be putting together a special book about themselves that will help them achieve the objectives listed above. Keep the details of the pages a secret until you get to each one.

Following is an outline of some of the pages the book may contain which you can design on a stencil and provide copies for each student.

I. Cover
II. Identification ("Facts About Me")
    A. Name, Nickname
    B. Address
    C. Phone
    D. Birthdate and Place
    E. Height
    F. Weight
    G. Color of eyes, hair, skin
    H. Sex
    I. School, teacher, grade
III. Finger Prints ("My Fingers Are Me")
IV. Autobiography
V. Family Tree ("My Roots")
VI. "What Has Gotten Into Me?" (See attached sheet A)
VII. "This Is Me Now" (See attached sheet B)
VIII. "What I Value" (See attached sheet C)
IX. "When I Was Little" (See attached sheet D)
X. "What I'd Like To Be" (See attached sheet E)
XI. "If I Had a Job, I'd ..." (See attached sheet F)
XII. "If I Were..." (See attached sheet G)
XIII. Secret Page (drawings, autographs, etc.)

"ABOUT ME BOOK" - continued

References:

1. About Me, Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Ill., 1970.

2. Sid Simon, Leland W. Howe, Howard Kirschenbaum, Values Clarification, New York, Hart Publishing Co., Inc., 1972, p. 236.

Caroline Fenderson Grade Level: 5-8

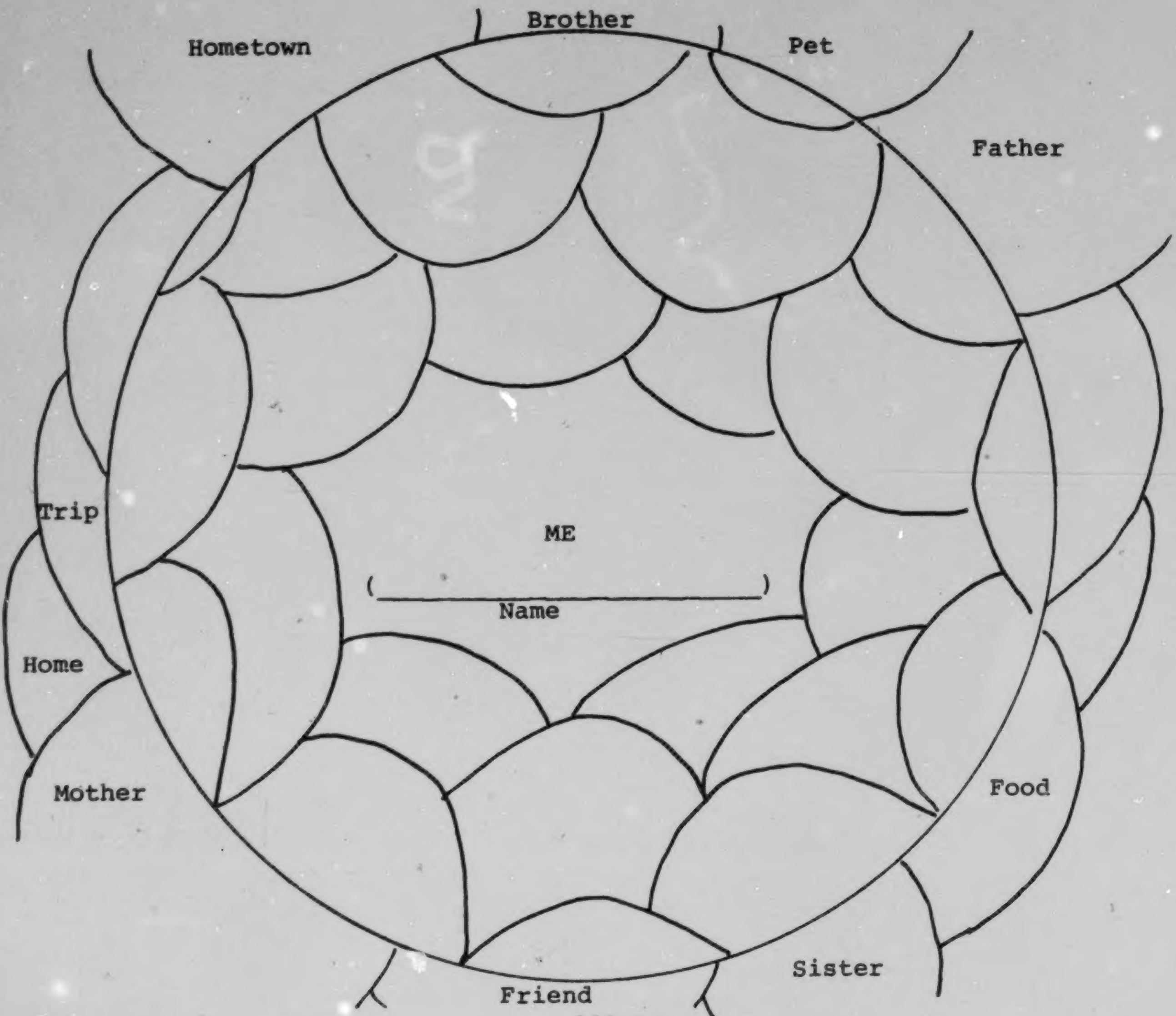
A.
"WHAT HAS GOTTEN INTO ME?"

Objective:

To help children understand how different factors in their environment influence them and make them unique.

Procedure:

Ask each child to write or draw in each circle inside the "Me" circle something that indicates a major influence in his life from a person, place, situation, thing, etc., and then encourage the children to share and compare their papers with the whole class or in small groups.


Brother
Hometown
Pet
Father
Trip
ME
(______________________)
Name
Home
Mother
Food
Sister
Friend

Eunice Burgess,
Caroline Fenderson

Grade Level: 5-8

B.
"THIS IS ME NOW"

Objectives:

To help children acknowledge, understand, and accept their abilities, feelings, interests, etc., and to appreciate their uniqueness.

Procedure:

Ask each child to complete the sentences; and then giving them the right to "pass", encourage them to share and discuss their responses with the class or in small groups.

1. I am happiest when ____________________.
2. I get angry when ____________________.
3. I am frightened by ____________________.
4. I feel love when ____________________.
5. I feel sad about ____________________.
6. I get excited when ____________________.
7. I am bored when I ____________________.
8. I was ashamed when ____________________.
9. I get satisfaction out of ______________.
10. I am most proud of ____________________.
11. I trust ____________________.
12. I get "hung-up" over ____________________.
13. I feel safe when ____________________.
14. I feel peaceful when ____________________.
15. I feel hurt when ____________________.
16. Things that make me happy are ____________.
17. I like to sit by ____________________.
18. I like to work with ____________________.
19. I like to play with ____________________.
20. Three things I do well are ______________.
21. What I like to be called ______________.

Reference:

About Me, Encyclopedia Britannica, Educational Corporation, 425 N. Michigan Avenue, Chicago, Ill., 1970.

Caroline Fenderson Grade Level: 5-8

C.
"WHAT I VALUE"

Objective:

To help children understand some of their values, and how they may influence their lives.

Procedures:

Ask each child to put their name on a piece of paper and to list on the right hand side at least ten things they like to do. Then ask them to draw six columns to the left of the things they like to do. Each column stands for a qualification. Have them enter a code letter for the qualification in each column that applies to each activity as follows: a "$" for each activity that costs more than $3.00 to do, a "P" for each activity that is done with one or more parents, an "F" for activities done with friends, an "A" for those done alone, an "H" for those done at home, and as "S" for those done at school. Then ask the student to write as accurately as he can the date when he last did this activity, and then to pick the 5 most important activities and number them in order of preference. The lists can then be shared with the class or in small groups, giving each child the right not to reveal any responses they don't wish to. Encourage them to think about what they like or don't like about their codings, and what they'd like to keep or change.

S	H	A	F	P (M-F)	$	10 Things I Like To Do
						1.
						2.
						3.
						4.
						5.
						6.
						7.
						8.
						9.
						10.

Reference:

Sid Simon, Leland W. Howe, Howard Kirschenbaum, Values Clarification, New York, Hart Publishing Co., Inc., 1972, pp. 30-34.

Eunice Burgess,
Caroline Fenderson

Grade Level: 5-8

D.
"WHEN I WAS LITTLE"

Objective:

To help children understand that their past is a unique part of them that includes things they like to remember; things that have influenced them; and things they have conquered, changed, and continued.

Procedure:

Ask the children to complete the unfinished sentences and to share and compare what they can with the class or in small groups by discussing what statements would be the same or different if they were happening now.

1. When I was very little, one of my favorite toys was ______.
2. When I was little, I liked to ______.
3. I hated eating ______.
4. I liked eating ______.
5. The earliest playmate I can remember is ______.
6. The happiest thing I can remember is ______.
7. The saddest thing I can remember is ______.
8. The scariest thing I can remember is ______.
9. My favorite place to be was ______.
10. My favorite story was ______.
11. The best present I can remember is ______.
12. I was most embarrassed when ______.
13. The hardest thing I learned to do was ______.
14. My greatest wish was ______.
15. I used to be called ______.

Reference:

About Me, Encyclopedia Britannica, Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois, 1970.

Eunice Burgess,
Caroline Fenderson

Grade Level: 5-8

E.
"WHAT I'D LIKE TO BE"

Objectives:

To help children identify factors in themselves they would like to change as a first step in planning how to change them.

Procedure:

Ask each child to check the items below which apply to them and to enter any others they wish to on the blank lines at the bottom, and to number in order of priority the three items they would most like to change. Divide the class into small groups and ask each child to share with his group one goal he'd like to achieve and to plan with the group's help how he could accomplish it. Follow-up group meetings could be called in a week's time to evaluate progress, and could be continued as often as needed.

_____ Able to ignore people who bother me.

_____ Nicer to my brother(s).

_____ Nicer to my sister(s).

_____ Kinder to people who deserve it.

_____ Able to make my friends do what I want more of the time.

_____ Able to not have to have my way as much.

_____ Able to be a better friend.

_____ Able to make more friends.

_____ Stronger.

_____ Less Heavy.

_____ Heavier.

_____ More serious about my school work.

_____ Less serious.

_____ Friendlier with my teachers.

_____ Talk easier with my teachers.

_____ Get along better with my parents.

_____ Grandparents.

E.
"WHAT I'D LIKE TO BE" - continued

_____ Able to save my money better.

_____ Better looking.

_____ Neater.

_____ Cleaner.

_____ Able to get my homework done.

_____ Faster.

_____ Better.

_____ Able to be alone easier and find things to do.

_____ Less shy.

_____ Braver.

_____ More fun to be with.

_____ Less likely to put things off.

_____ On time for things.

_____ More honest.

_____ Able to share more of myself with others.

_____ Able to tell someone how I feel when they want me to do something I think is wrong.

_____ Stop using "put downs".

_____ Give more compliments.

_____ ____.

Caroline Fenderson Grade Level: 5-8

F.
"IF I HAD A JOB, I'D..."

Objectives:

To help children begin to relate their interests, abilities, and life style to career opportunities in the world of work.

Procedure:

Ask each child to check the items below which apply to them and then to share them with the class or in small groups. Have them compare the qualities they liked and didn't like about jobs they have had with the items they checked. Whenever career opportunities are discussed in the future, ask each child to think about them in relation to the items below that he checked.

_____ Like to be inside most of the time.

_____ Outside most of the time.

_____ Like to be active.

_____ Like to make things with my hands.

_____ Like to do things that require concentration and fine muscle control.

_____ Like to lift heavy things.

_____ Don't want to lift anything heavy.

_____ Like to compete with others.

_____ Like to work as a member of a team.

_____ Like to sit most of the time.

_____ Stand up most of the time.

_____ Like to be alone most of the time.

_____ With others most of the time.

_____ Like to write a lot.

_____ Read a lot.

_____ Use math a lot.

F.
"IF I HAD A JOB, I'D..." - continued

_____Use the arts (underline: art, music, drama, dance).

_____Travel a lot.

_____Stay in one place most of the time.

_____Like to be in the country.

_____Like to be in the city.

_____Like to work with children.

_____Like to work with adults.

_____Like to work with mechanical equipment.
Describe kind: ______________________________

_____Like to think up new ideas and ways to do things.

_____Like to carry out what other people have thought up to do.

_____Like to have to make a lot of decisions on my own.

_____Like to have to make very few decisions on my own.

_____Like to work at night.

_____Like to work during the day.

_____Would work for less money to be able to do what I want to do.

_____Would be willing to take a lot of schooling.

_____A little schooling.

A job I've had is ______________________________.

A job I now have is ______________________________.

A job I'd like is ______________________________.

Eunice Burgess,
Caroline Fenderson

Grade Level: 5-8

G.
"IF I WERE..."

Objective:

To help children become more aware of their own qualities, interests, and values by identifying with different things.

Procedure:

Ask each child to draw or write his response in each box. The papers can be shared with the class or in small groups by discussing and/or role playing. Encourage the students to make note of differences and similarities.

ANIMAL:	TREE:	FOOD:	COLOR:
CAR:	IF I WERE . . .		ATHLETE:
INSECT:	T.V. PROGRAM:	HERO:	18 YEARS OLD:

Reference:

About Me, Encyclopedia Britannica, Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois, 1970.

GRADE LEVEL

5 - 12

Carol Payne Grade Level: 5-12

"CAREER BINGO"

Objective:

To increase career knowledgeability.

Materials:

Large pieces of paper
pens or pencils

Procedure:

Prepare in advance a list of 30 names of occupations and keep this hidden.

To start the game, give each person a large sheet of paper and ask him to draw five lines each way from margin to margin, making 25 squares.

On a signal, each starts writing the names of as many different occupations as he can think of, one in each block until all the squares are filled.

Wait until everybody finishes filling the squares and give a little prize to the first.

Then read the previously prepared list slowly while each player crosses out on his own sheet the names of occupations as read.

Anyone who gets 5 crosses in a row vertically, diagonally, or horizontally, calls "Bingo".

Reference:

Games That Introduce The World of Work to Elementary Children, Jeanette Verenakes, University of South Florida, EDG 603, Dr. Bott, Quarter I, 1970.

May Williams Grade Level: 6

"DECISION BY CONSENSUS"

Objective:

To learn to make group decisions by consensus.

Materials:

Copies of the problem for each class member.
Group Summary Sheet.

Procedure:

Divide the class in groups of 4-5.

Read instructions on reaching consensus to the entire class.

Instructions: "This is an exercise in group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgements. Approach on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict.
3. Try to avoid majority vote, or trading decisions.
4. View differences of opinion as helpful in decision making."

Read the problem to the class.

Each student ranks the items in terms of importance for survival.

Each group (4-5 students in each group) discusses the problem and reaches group consensus.

Each group reports back to the entire class the means by which they reached group consensus.

"DECISION BY CONSENSUS" - continued

Answer sheet:

Instructions:

You are a member of a space crew scheduled to rendezvous with a mother ship. Due to mechanical difficulties your ship was forced to land at a spot some 200 miles from the rendezvous spot. During the landing much of the equipment aboard was damaged. The most critical items available must be chosen for the 200 mile trip. Below are listed the nine items left undamaged.

Your job is to rank order them in terms of their importance. Place a number 1 by the most important, number 2 by the second most important, etc.

_______________ Box of matches

_______________ 50 feet of nylon rope

_______________ Portable heating unit

_______________ Two .45 calibre pistols

_______________ Two 100 pound tanks of oxygen

_______________ Stellar map

_______________ Life raft

_______________ 5 gallons of water

_______________ signal flares

Deborah Rankin Grade Level: 6

"ON BECOMING A WOMAN"

Objective:

To identify with the positive aspects of becoming a woman and facing the mental and physical changes that are taking place with confidence.

Materials:

Film - "On Becoming A Woman"
Booklets - The Miracle of You, Your Years of Self Discovery, Life Cycle Library
- Accent on You, Tampax Corp.
- Growing Up Young - about menstruation for parents and teachers of the retarded girl
- You and Your Daughter, Life Cycle Library

Procedure:

The work sheet "On Becoming a Woman" to this lesson is the last phase of this topic. A great deal of ground work has to be laid before girls would be ready for this activity.

Show the film "On Becoming a Woman".
Have the school nurse in for a discussion on menstruation.
Have the above materials on hand for the girls to ask for.

Method of presenting the rating sheet:

I took six to eight girls at a time to my office. I asked them if there were any questions that they would like to ask me or each other in a small group. After we had discussed what they felt they still needed some help on, I explained the rating sheet. I gave each girl a rating sheet. She could either mark it with pencil or in her mind and they were not to share their rating verbally.
I read the rating sheet to the group and they ranked themselves as to whether they felt they were good, fair, poor, very poor, or very good.
After they had finished the rating sheet, I asked them how they felt about it. If they were satisfied, fine, but if they were not I offered them two options. They could discuss what they felt they were weak on with me in a conference or with their parents or they could wait and rank themselves again in about a year and see if they felt there had been any growth. I emphasized this was a growing process and that most adults could not even say they were very good in all the ratings.

After I had seen all the sixth grade girls, I made arrangements to see the girls who had further questions as soon as possible. Some girls asked to come in twos and threes. One session seemed to lead to another and I saw many of them for the remainder of the year as new questions came up.

ON BECOMING A WOMAN

Be patient with yourself . . . . It takes time.

A woman is many things to many people. It is difficult to be all the things that make up a woman, especially that special woman known as a lady.

How would you grade your progress?

Knowledge

1. I know and understand the physical changes that are and will be taking place in my body.
2. I know and understand the physical differences between males and females.
3. I know and understand a woman's role in having a baby and becoming a mother.

Social Manners

1. I know and understand how to get along with girls.
2. I know and understand how to get along with boys.
3. I know and understand how to get along with adults.

Personal Attributes

1. I am pleased with my overall personal appearance.
2. I am pleased with my posture and carry myself with pride.
3. I am pleased with my hygiene habits.

A. diet B. complexion C. rest D. cleanliness
E. exercise

Mental Attitudes

1. I am pleased with the mature attitudes I have.

2. I am pleased with my ability to control my emotions.

   A. love B. hate C. anger D. fear

3. I am pleased with my ability to perform tasks given me to the best of my ability.

4. I am pleased with my ability to finish what I start to the best of my ability.

ON BECOMING A WOMAN

	Very poor	poor	fair	good	Very good
Knowledge					
1.					
2.					
3.					
Social Manners					
1.					
2.					
3.					
Personal Attributes					
1.					
2.					
3. A.					
B.					
C.					
D.					
E.					
Mental Attitudes					
1.					
2. A.					
B.					
C.					
D.					
3.					
4.					

MODEL FOR PARENT GROUP

Carol Payne, Barbara McNeill
Betty Smith, Mitzi Panarelli

Grade Level: Parent Groups

"MODEL FOR PARENT GROUP"

Objective:

To provide an opportunity for parents to increase their knowledge of a variety of approaches to understanding their children.

Materials:

3 x 5 cards
Born To Win, James & Jongeward
I'm O.K., You're O.K.!, Harris
Winning With People, James & Jongeward
Parent Effectiveness Training, The No-Lose Program For Raising Responsible Children, Gordon
Warm Fuzzies, Argus Publications
Raising A Responsible Child, Dinkmeyer
Children The Challenge, Adler
Values Clarification, Simmon

Procedure:

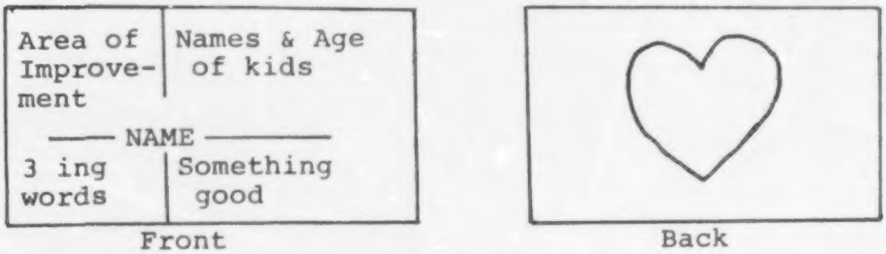
This is a lesson plan to use with parent groups. Limit the group if possible to eight to ten persons. The lesson plan will be in an outline form to which a counselor may add or delete as they so wish or need.

Session I: Introduction

A. At this time the counselor will explain that four methods to understanding will be discussed.

   1. Values clarification
   2. Transactional analysis
   3. Parent effectiveness
   4. Consequential learning

B. A time appropriate for meeting.
C. Use the 3 x 5 cards to make personalized name tags. Example:



(On back place the concern in your heart)

D. Allow time for the group to share the front of their card. The back is private and does not need to be shared with anyone.
E. Discuss "What I hope to get out of this group?"

Session II Values Clarification

A. Explain that each of us has our own set of values and there is no right or wrong answer to a lot of things. What might be right for me may be wrong for you (pp. 13-22 Values Clarification). Proceed with the activities...
B. Six keys to Happiness: Rank order

money	faith	health
friends	love	knowledge

C. Values Survey - Care p. 70 .
D. Values Continuum - Values Clarification p. 116.
E. Who Is Responsible - Care p. 105.
F. On back of name card complete the sentence... "Something I learned about me....."

Session III Transactional Analysis

A. This process is also known as T.A. or "I'm O.K., You're O.K."
B. Share with group some experiences that have happened since last meeting.
C. Activities

1. Explain the tape theory in which each of us is a composite of three types... the parent... the adult... and the child... See Born To Win p. 40.
2. Share some parent tapes we are aware of ... example: "Think of the poor starving children in China... now finish your food." This Ego state may be clarified further by reviewing Born To Win p. 118-123.
3. The child tape is explained on pages 151-153 of Born To Win.

    a. Your Little Professor - Born To Win p. 156.
    b. Your Natural Child - Born To Win p. 158.

4. To clarify the adult tape refer to page 276 of Born To Win.

5. We as humans have two needs which are a "hunger for stroking" and "structuring our time". Born To Win p. 64.
6. To clarify stamp collecting and game playing see Born To Win p. 188-200.

D. Achieving autonomy is our ultimate goal. This means:

1. We want to be self governing
2. Determining our own destiny
3. Taking responsibilities for our own actions and feelings
4. Throwing off patterns that are irrelevent or inappropriate to living in the here and now

E. To facilitate change one method that may be used is the contract agreement for specific change with the steps to be taken outlined.

Session IV Parent Effectiveness Training

A. Warm-up and sharing from previous week.
B. Read "Warm Fuzzies" and discuss the concepts of put-downs. How do we as parents do this to our own children.
C. The leader may use the I.A.L.A.C. (I am lovable and competent) story as an alternative or in addition to "Warm Fuzzies".
D. Parents are Persons, not Gods.

1. Consistency is not necessary.
2. Ganging up on the child is unfair.
3. Accepting the child and not his behavior.

E. Language of Acceptance

1. Body language
2. Passive listening (silence)
3. Verbal acceptance or rejection
4. Active listening (hearing what has been said plus the feelings involved)

F. How to talk so kids listen

1. Ownership of a problem
2. "Solution messages"
3. "Put down messages"
4. "You and I messages"

G. Magic Sentence is a good method of communicating ownership and feelings...

"(name of person spoken to) when you (the act)
(this gets their attention)

I feel (how this)."
(act makes you feel)

Example:

"Mark when you tease your sisters I feel nervous."

Session V Consequential Learning

A. All behavior is purposeful

1. attention
2. power
3. revenge
4. inadequacy

B. People are motivated to belong.

C. Behavior is best interpreted from a holistic point of view. (The unique way a person is put together - life style, birth order, self perception, etc.)

D. Two important factors:

1. Family constellation... (Dinkmeyer, p. 31)
    a. first child - must be first, a leader, a boss, position of responsibility.
    b. second child - rebel, sensitive, popular, good peer relations.
    c. youngest - expects others to do for him, not sure of self, good sense of humor, good human relations.
    d. middle - similar to second, life unfair.
    e. super-baby - 4 or 5 years after other children.
    f. only child - accepts adult's values, matures quickly, when "only" speaks others respond, an achiever.
    g. adoptive - the good parent image.
    h. five or more years between children considered a new family.
    i. the death of a child changes the family constellation.

2. Child Rearing Procedures:
    a. pampering parent - "I'll make it work for you." (parent takes responsibility) NEVER DO FOR A CHILD WHAT HE CAN DO FOR HIMSELF!
    b. Authoritarian - resistance or rebellion. (Most of us would not treat a friend like we treat a child.)

E. Positive Techniques to work with children!

1. Natural consequences: an honest and real learning situation. (Touching a hot stove burns the fingers.)
2. Logical consequences: are arranged by the parent but must be experienced by the child as logical in nature (Dinkmeyer, p. 108).

3. Allowing child to make choice.
4. Using deliberate encouragement (let a kid know he's okay).

F. Selecting Approaches - See Raising a Responsible Child, p. 84.

1. Approach I: Reflective listening and alternative exploration.
2. Approach II: "I messages"
3. Approach III: Problem solving by reaching agreement.
4. Approach IV: Natural and logical consequences.

G. Identifying the Goals of Children's Misbehavior (Dinkmeyer, p. 237).

Session VI Wrap-up

During this session the group culminates any lose ends and share with each other their personalized child rearing method. What they have internalized from the techniques offered.

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